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# SCHOOL LIFE



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*Official Organ of the Office of Education*

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

*The Office of Education,  
U.S. Department of the  
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## SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems", and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

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N.B. The cover illustration was prepared by Miss Phoebe Hyatt, Abbott School of Fine and Commercial Art, Washington, D.C.

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Future issues of SCHOOL LIFE will continue  
to report how the National Recovery Program  
touches on education. \*

## NEW CIRCULARS

(Single Copies Free)

Economics in Class and School Organization. Circular No. 113  
Techniques for Teaching Large Classes. Circular No. 114  
The Negro and the Emergency in Education. Circular No. 123  
City Schools and the Economic Situation. Circular No. 124  
Per Capita Costs 1932-1933. Circular No. 125  
Preliminary Report Land-Grant Colleges and Universities, Year Ended June 30, 1933.



OFFICE OF EDUCATION  
United States Department of the Interior

# *Education in the Recovery Program*



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THOSE of us who were in Washington during the World War find in the Capital today a driving spirit akin to that which gripped the city in the days of 1917 and 1918. Lights burn in Government offices late at night as hundreds of workers, ignoring regular hours, make common cause in the War against Depression.



In this "War" the Federal Office of Education is, of course, enlisted. Recovery needs education's aid. Education is likewise in need of help from the recovery program. One of my first acts as United States Commissioner of Education was to call a conference of leaders to consider the potentialities and the implications of the recovery program for education.



To determine the principal emergency needs in the United States and then meet those needs with practical, direct, and swift action is the essence of the recovery program. It is the common underlying purpose of the various new "administrations", "corporations", "authorities", and "boards" which have been set up.



The task of the Office of Education in this great national effort is twofold; first to keep educators and citizens informed of the implications which the

various emergency enterprises have for schools and school children; second, to cooperate with the recovery program agencies, N.R.A., P.W.A., C.W.A., etc., to direct as much of their resuscitating power as possible to the schools, which, like so many of our social institutions, have suffered severely in the Depression.



Effects of the recovery program in the school field are beginning to become clear. Millions in P.W.A. and C.W.A. funds are going to benefit schools. Creation of the Federal Emergency Educational Program under the F.E.R.A. will employ 40,000 unemployed teachers. An educational program in the Civilian Conservation Camps will serve 300,000 young men. The staff of the Office of Education takes satisfaction in cooperating in these and other emergency projects that touch elbows with education.

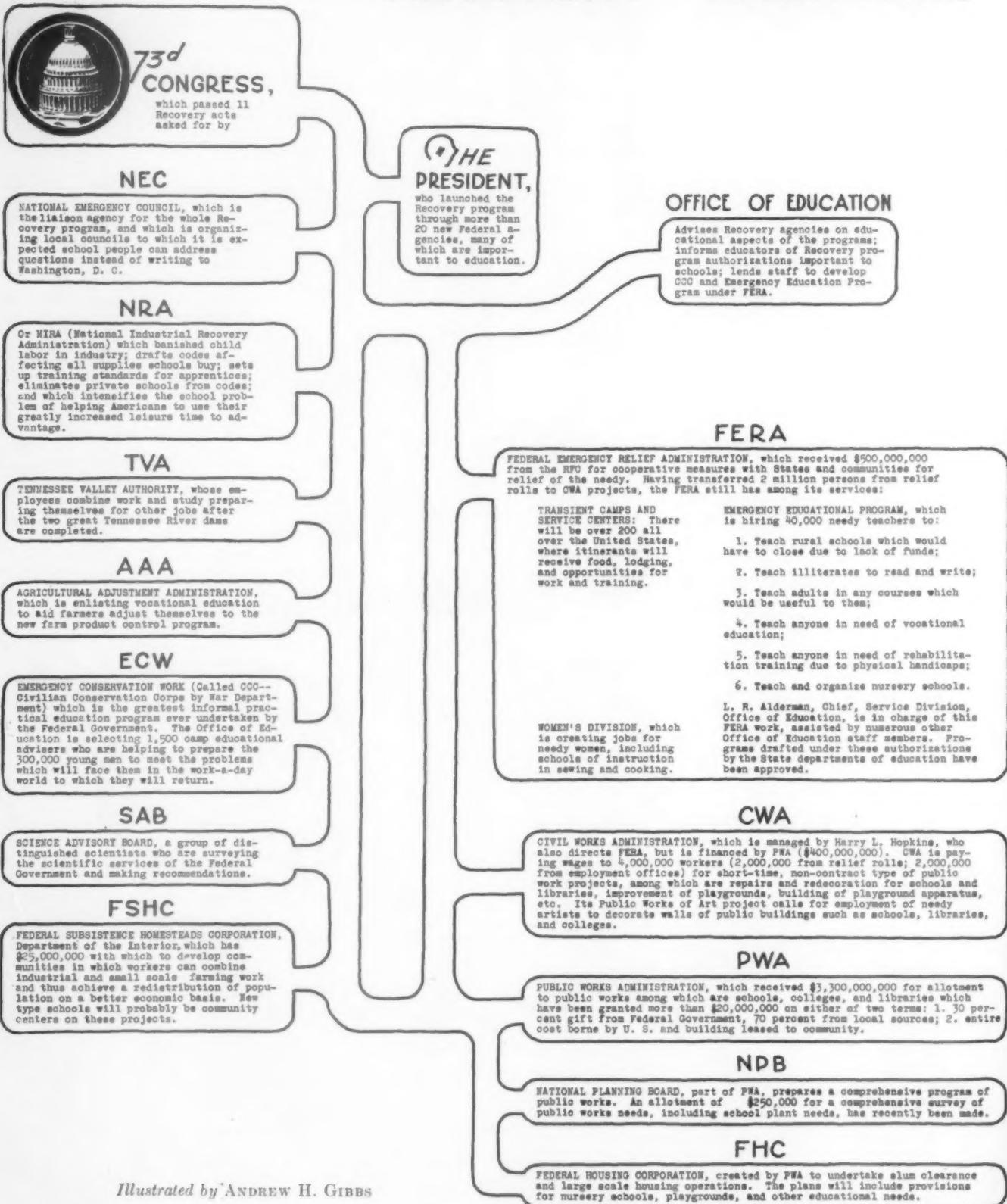


The following pages summarize the extent of the impact of the National Recovery program on Education. They are designed to give educators a panoramic view of education as it is in the recovery program today.

*George F. Zook*

Commissioner of Education.

# EDUCATIONAL TOUR of the RECOVERY PROGRAM.



Illustrated by ANDREW H. GIBBS

# New Federal Agencies

**I**N SEPTEMBER, SCHOOL LIFE presented "Ten Thumbnail Sketches of Ten New Federal Agencies." This article seemed to help readers understand the work of the National Recovery Program. This is a program to get things done that need to be done. That is why it is made up of "administrations", "corporations", "authorities", and "boards." Because it appeared that more things had to be done, additional new Federal agencies have been created since September. Many are subsidiaries of the original major agencies.

Following are thumbnail sketches of 16 agencies in addition to the 10 listed in the September issue. Those 10 were:

**N.R.A.**—National Recovery Administration, industrial codes for industrial planning.

**T.V.A.**—Tennessee Valley Authority, developer of hydroelectric power of the valley and the valley as an economic unit.

**A.A.A.**—Agricultural Adjustment Administration, agricultural agreements for planning farm production.

**P.W.A.**—Public Works Administration, \$3,300,000,000 for cooperative building of public works to diminish unemployment.

**C.C.C.**—Civilian Conservation Corps, employment of 300,000 young men for reforestation.

**F.C.O.T.**—Federal Coordinator of Transportation, which works for a balanced development of all forms of transportation.

**F.E.R.A.**—Federal Emergency Relief Administration, which cooperates with States for relief of needy.

**R.F.C.**—Reconstruction Finance Corporation, the Government's "Bank" for lending and giving money to relieve depression's strain.

**F.F.C.A.**—Federal Farm Credit Administration, coordinates all Federal efforts to aid farmers through loans.

**H.O.L.C.**—Home Owners Loan Corporation, through loans, helps city people to save their homes.

## C A B

**Consumers' Advisory Board** (subsidiary of the N.R.A.). Mrs. Mary H. Rumsey, chairman, Commerce Building.

## ★ TWENTY-SIX *Thumbnail Sketches of Government Organizations Created to Carry on the Recovery Program*

**Purpose:** The C.A.B. is one of the three advisory bodies, (Labor, Consumer, Industry) which act as counsels during the preparation and administration of the N.R.A. codes of fair competition: I. In the precode phase the Consumers' Board sends representatives to the code hearings to request that all provisions harmful to consumers interests be stricken out; II. After approval by the President, which makes the codes law, the Board observes their effect in actual practice. If they are not giving the consumer the protection originally intended, the Board will suggest revisions; III. A long-range program of consumer education. The Board believes that the consumer is not sufficiently awake to the industrial processes which determine price and quality in the goods he buys, nor to the means by which better standards and more economical distribution can be attained.

## C C

**Consumers' Counsel** (subsidiary of the A.A.A.). Frederick C. Howe, director, Agriculture Building.

**Purpose:** Paralleling C.A.B., protects the consumers' interests in the trading and marketing agreements made by the A.A.A.

## C C C

**Commodity Credit Corporation** (administered by the A.A.A. with money furnished by the R.F.C.). (Created under the laws of Delaware, Oct. 17, 1933.) Lynn P. Talley, president, 1825 H Street.

**Purpose:** To carry out provisions and accomplish the purposes of the several acts of Congress, particularly the A.A.A. and the N.R.A. The C.C.C. is essentially a lending institution. Under its charter it has the power to buy, hold, sell, lend upon, or otherwise deal in such commodities as may be designated from time to time by the President of the United States. Up to date the C.C.C. has made loans on cotton and corn.

## C S B

**Central Statistical Board** (subsidiary of the N.R.A.). (Executive Order No. 6225). W. W. Riefler, chairman, Commerce Building.

**Purpose:** To formulate standards for and to effect coordination of the statistical services of the Federal Government.

## C W A

**Civil Works Administration** (Executive Order No. 6420-B). Harry L. Hopkins, Administrator, Walker-Johnson Building.

**Purpose:** To work cooperatively with States in giving real wages instead of mere subsistence level work-relief. Most previous F.E.R.A. activities became Civil Works financed by \$400,000,000 advanced by P.W.A.; educational projects, direct relief, and transient camps are still financed from the original F.E.R.A. funds. Civil Works are financed from P.W.A. funds. For administrative purposes, F.E.R.A., and C.W.A., are one agency of which Hopkins is the head.

## E C

**Executive Council** (Executive Order No. 6202-A). Frank C. Walker, executive secretary, Commercial National Bank Building.

**Purpose:** This council composed of heads of the chief Recovery agencies coordinates the work of the new governmental agencies.

## E H F A

**Electric Home and Farm Authority, Inc.** (Subsidiary of the T.V.A.). Arthur Morgan, chairman.)

**Purposes:** (1) It will assist in financing consumers in the purchase of low-priced electrical appliances; (2) it will seek electric rate reductions through withholding participation in its benefits unless rates are brought into line; (3) it will seek to hasten the general acceptance of electrified homes and farms; (4) it will endeavor to reduce the cost of collections on credit sales of appliances; (5) it will seek to help design appliances best adapted to the needs of consumers.

## F A C A

**Federal Alcohol Control Administration** (Executive Order No. 6474), Joseph H. Choate, Jr., chairman and director, Transportation Building.

**Purpose:** To carry out the provisions of the six codes and marketing agreements already negotiated by the code authorities for the alcohol industry and to make necessary interpretations.

## F D I C

**Federal Deposit Insurance Corporation** (act of Congress, Public, No. 66, 73d Cong.), Walter J. Cummings, chairman, National Press Building.

**Purpose:** To protect depositors from losses in case of bank failures. Banks invest a prescribed amount in F.D.I.C., which pays depositors of banks forced to close. Begins January 1, 1934.

## F S H C

Federal Subsistence Homesteads Corporation (new unit in the Department of the Interior) (sec. 208, title II, Public Act No. 67, 73d Cong.) M. L. Wilson, director, Hurley-Wright Building.

*Purpose:* To act as an administrative agency in aiding the redistribution of the overbalance of population in industrial centers. Twenty-five million dollars was allotted for making loans for and otherwise aiding purchase of subsistence homesteads. Money collected as repayment of the loans will constitute a revolving fund to be administered as directed by the President for the purposes of this section of the Recovery Act. "Stranded" industrial population groups, "overaged" workers, shorter work day and work week, cyclical employment, seasonal industry, decentralization of industry, "stranded" agricultural communities, suburban living, and better housing, are some of the more specific problems with which this organization will deal.

## F S R C

Federal Surplus Relief Corporation (subsidiary F.E.R.A.). Suggested by the president and incorporated under the laws of the State of Delaware. Harry L. Hopkins, chairman, Walker-Johnson Building.

*Purpose:* To purchase and receive surplus commodities and to distribute them among States. In doing this the corporation has a double purpose. By purchasing large quantities of commodities, it removes surplus from the market, thus aiding producers who seek to sell. By distributing the commodities among the States, the Corporation aids the needy and the destitute and raises the standard of relief.

## N E C

National Emergency Council (Executive Order No. 6433-A) Frank C. Walker, Acting Executive Director, Commercial National Bank Building.

*Purpose:* To coordinate and make more efficient and productive the emergency activities of the Government in the National Recovery Program, such as N.R.A., A.A.A., and F.E.R.A. The Council will have a central information bureau, with branches in every State and county, to convey information to the general public.

## N L B

National Labor Board (subsidiary of the N.R.A.) (Executive Order No. 6511). Senator Robert F. Wagner, chairman, Commerce Building.

*Purpose:* To mediate disputes or controversies between employers and employees; settle strikes and trade disputes. This Board consists of members of the Labor Advisory Board and the Industrial Advisory Board. Thus both the employers and employees are jointly represented on this Board.

## N R S

National Reemployment Service. Walter Burr, Associate Director, National Reemployment Service, Department of Labor building.

*Purpose:* A Nation-wide system of approximately 2,400 free, public employment offices to recruit workers for P.W.A. and C.W.A. projects, and to serve private industry in placement of people in jobs. Local employment agencies are associated with the national headquarters of the United States Employment Service in Washington. The N.R.S. is also compiling and analyzing employment statistics to serve reemployment and the Recovery Program.

## P E H C

Public Works Emergency Housing Corporation (subsidiary of the P.W.A.) (Executive Order No. 6470). Robert D. Kohn, director, Interior Department building.

*Purpose:* To speed the work of building low-cost housing projects and slum clearance. It is the intention of the P.E.H.C. to take the initiative in slum clearance and low-cost housing projects in the interest of unemployment relief and recovery only in cases where local agencies are unable or unwilling to act promptly.

## S A B

Science Advisory Board (Executive Order No. 6238). Karl T. Compton, Chairman, 2101 Constitution Avenue, Washington, D.C.

*Purpose:* To deal with specific scientific problems of the various Government departments and to coordinate the scientific activities of the Government.

### 11 Important Acts

LAST spring the Seventy-third Congress enacted 11 bills requested by the President to carry out the recovery program outlined in his inaugural address. These acts, itemized in December Nation's Business, daily affect the lives of every American citizen.

No. 1. Emergency Banking Relief	March 9.
No. 2. Maintenance of Government credit	March 20.
No. 5. Unemployment Relief (reforestation)	March 31.
No. 10. Emergency Agricultural Relief (A.A.A.)	May 12.
No. 15. Federal Emergency Relief	May 12.
No. 17. Tennessee Valley Authority	May 18.
No. 22. Supervision of Traffic in Securities	May 27.
No. 43. Relief of Home Owners	June 13.
No. 67. Industrial Recovery (N.R.A. and P.W.A.)	June 16.
No. 68. Railroad Reorganization	June 16.
No. 75. Federal Farm Credit Coordination	June 16.

## Here and There



**Students Petition:** Junior and senior high school students recently wrote to President Roosevelt: "As students in the public high schools of Minneapolis, we respectfully suggest that the emergency in education means curtailed opportunities for young people. The National government should consider the relative value to the country of boys and girls as against public roads and buildings. We need help and ask for government aid in proportion to our need."

**News from Canada:** Although the Province of Saskatchewan suffered severe crop losses due to drought in 1930, 1931, 1932, and 1933, the average number of days during which schools have been operated has been in the neighborhood of 200. In 1931, which was possibly the worst year financially in Canada, more schools were open for more days than in any previous year. In 1932, the average number of school days per child in Saskatchewan was 197.

**Rosenwald Fund:** According to the 1933 report of the Julius Rosenwald Fund, 5,357 new schoolhouses in 883 counties of 15 Southern States have been erected since 1913 by the Fund. In addition to its special interests in Negro welfare and medical economics, the Fund is aiding in the development of a county-wide library service, rural and urban, Negro and White, and is awarding fellowships for special studies in mental and social sciences.

**Wyoming:** Because of an oversupply of teachers, the number of high schools maintaining normal training classes has dropped in this State from 22 in 1932 to 9 in 1933. . . . The State division of special education is making a survey of Wyoming communities to find children with hearing defects. With the help of the audiometer, many children needing medical attention have been detected. . . . The Wyoming Education Association sponsored a State-wide spelling contest.

**Records:** Pennsylvania has developed a system of cumulative pupil personnel records for elementary and secondary schools. Such records indicate the degree to which curriculum practices meet the needs of the pupils for whom they are intended. They form a basis for remedial and diagnostic teaching, and help the pupil organize his personal program to make his education more effective.

# Since March 4

**T**O HELP SCHOOL LIFE readers understand Mr. Hopkins' double-barreled job, to make clear to them what he has done and plans to do for schools, teachers, and children, we will link the F.E.R.A., the C.W.A., Mr. Hopkins, and his good works on the thread of time as follows:

**March 4:** President Roosevelt in his inaugural address said: "Our greatest task is to put people to work. . . . It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal. . . ."

**May 12:** Public Act No. 15, passed by Seventy-third Congress, signed by the President. It says: ". . . The Congress hereby declares that the present economic depression has created a serious emergency, due to widespread unemployment and increasing inadequacy of State and local relief funds, resulting in existing or threatened deprivation of a considerable number of families and individuals of the necessities of life, and making it imperative that the Federal Government cooperate more effectively with the several States and Territories and the District of Columbia in furnishing relief to their needy and distressed people. . . ."

"The Reconstruction Finance Corporation is authorized and directed to make available out of the funds of the corporation not to exceed \$500,000,000, in addition to the funds authorized under title I of the Emergency Relief and Construction Act of 1932, for expenditures under the provision of this act upon certification by the Federal Emergency Relief Administrator. . . ."

**May 22:** Harry L. Hopkins, former relief director for New York City, assumes office as Administrator for the Federal Emergency Relief Administration. He takes over a remnant of funds left in the relief section of the R.F.C. and begins to organize the F.E.R.A.

**June 14:** To a conference of Governors and State relief directors President Roosevelt said: "The Emergency Relief Act is an expression of the Federal Government's determination to cooperate with the States and local communities with regard to financing emergency relief work. It means just that. It is essential that the

## ★THE Chronological Record of the Development of the Federal Emergency Educational Program

States and local units of government do their fair share. They must not expect the Federal Government to finance more than a reasonable proportion of the total. It should be borne in mind by the State authorities and by the 5,000 local relief committees, now functioning throughout the land, that there are 4,000,000 families in need of the necessities of life."

**August 8:** Conference of leaders in education called by United States Commissioner of Education George F. Zook at Office of Education drafts requests for adapting F.E.R.A. and other Recovery Program agencies to relieve crisis in education. Hopkins attends.

**August 19:** Harry L. Hopkins announces authorization permitting payment of F.E.R.A. funds to teachers and other qualified persons on relief to teach in rural schools which would otherwise be closed due to lack of funds and to teach classes of illiterates.

**September 15-16:** Harry L. Hopkins, Secretary of the Interior Harold L. Ickes, and others address an advance meeting of the State superintendents in the Department of the Interior auditorium. Hopkins announces an extension of the F.E.R.A. educational authorization to include classes for general adult education, vocational education and rehabilitation.

**September 15:** Dr. L. R. Alderman, chief, service division, Office of Education, named liaison officer in charge of F.E.R.A. emergency educational program assisted by C. F. Klinefelter, division of Vocational Education, and Hilda Smith of Bryn Mawr.

**September 26:** State Departments of Education invited to submit plans and budgets for putting the educational program authorization into effect.

**October 11:** Conferences of leaders in adult education called by Commissioner Zook to consider problems and potentialities of educational plans of the F.E.R.A.

and the C.C.C. One of the chief objections to the F.E.R.A. program cited was that teachers and professional people in dire need are loath to swear to destitution and therefore are not to be found on relief rolls and cannot be hired for work-relief teaching positions.

**October 23:** Administrator Hopkins adds another authorization to the emergency educational program permitting use of F.E.R.A. work relief funds "for qualified and unemployed teachers, and other workers on relief who are needed to organize and conduct nursery schools under the control of the public-school systems." The National Association for Nursery Education and the Association for Childhood Education offer assistance in developing the nursery school program. Dr. Mary Dabney Davis, specialist in nursery-kindergarten-primary education, Office of Education, named as liaison officer to develop plans.

**November 10 and 27:** Commissioner Zook calls conferences of the National Advisory Committee on Emergency Nursery Schools to develop plans for the proper use of Administrator Hopkins' nursery school authorization.

**November 10:** Morse A. Cartwright, Arthur E. Bestor, Jerome H. Bentley come to the Office of Education on a part-time voluntary basis to advise on the development of the adult education work.

**November 15:** Creation of C.W.A. (Civil Works Administration) announced by Hopkins before meeting of governors and mayors. To a question, "Are repairs to schools civil works?" Hopkins answered, "Yes."

**November 16:** Commissioner Zook sends a letter to all city, county, and State superintendents of schools reporting the provisions of the new C.W.A. stressing the importance for schools.

**November 23:** Position of the emergency educational program in the new

[Continued on page 95]

# FERA Education Program

THE TERM "Emergency Educational Program" is now used to cover the authorizations by Harry L. Hopkins, F.E.R.A. Administrator, for the use of Federal relief funds for certain educational activities. Following are the authorizations and official interpretations of authorizations issued by Administrator Hopkins.

**August 19:** To pay work relief wages to needy unemployed teachers or other persons competent to teach and assign them to class rooms up through the eighth grade.

1. Such needy unemployed teachers are assigned by relief offices to appropriate educational authorities who have entire supervision over their activities.
2. Teachers are assigned only to those schools which prior to this date have been ordered closed or partially closed for this year because of lack of funds.
3. This applies only to rural counties.

To pay relief work wages to needy unemployed persons competent to teach adults unable to read and write English. This applies to cities as well as rural counties.

**September 20:** State Emergency Relief Administrations, in formulating and carrying out the educational work-relief as indicated on August 19, will be guided by the State departments of education, which, in turn, will work with smaller units in the State school systems or with other educational agencies. State departments of education may call upon the Federal Office of Education for assistance when working out plans to submit to State Emergency Relief Administrations.

State departments of education will observe the following policies in making proposals for F.E.R.A. funds for education:

## *Work-relief for rural teachers*

1. Only persons certificated by the State Emergency Relief Administration as in need of relief may be employed as teachers.
2. The amount to be paid each teacher so employed shall be determined by the State Emergency Relief Administration.
3. Rural counties refers to rural communities as defined by the Bureau of the Census.
4. Ordinary school term shall be interpreted to mean the length of term the school was maintained during the school year 1930-31.

## **★ OFFICIAL Authorizations Which Govern National Emergency Projects to Employ 40,000 Teachers**

5. Emergency relief teachers shall use the same buildings, equipment, and other facilities as would be available to a regular teacher if supported by regular school funds.

6. Only districts, State, county, or local, which have manifested sincere efforts to raise adequate funds for support of schools may be granted emergency relief teachers.

7. Selection and entire supervision of emergency relief teachers will be within jurisdiction of those who employ and supervise regular teachers.

## *Work-relief for teachers of adults unable to read and write English*

1. Only persons certified as in need of relief may be employed as teachers. Amount of pay to each teacher shall be determined.

2. Only needy unemployed persons approved by State departments of education may be employed on F.E.R.A. funds to teach.

3. State departments are expected to prepare State-wide plans of organization to employ adequate numbers of properly qualified persons competent to teach adults unable to read and write English.

4. Classes may be held during any hours of the day or evening. Facilities made available by schools, churches, clubs, or other agencies, if approved by the public-school authorities may be used for this instruction. The administration must be under the public-school authorities, however.

## **Suggestions**

State departments of education should work out a practical plan of work relief in rural schools or should organize work-relief projects for needy unemployed persons competent to teach adults unable to read and write English, and submit sufficient information to make administration of plans possible. It is suggested that county and/or city superintendents of schools appoint teachers from the regular staff to organize classes of reasonable size; that they then request the local Emergency Relief Administration to furnish from the unemployed relief list names of teachers competent to instruct the classes so organized.

**September 26:** To use F.E.R.A. funds for employment of needy unemployed persons on relief qualified to teach or render other types of necessary service for approved projects which include education and training of:

1. Unemployed adults in need of vocational training or adjustment to make them employable, many of whom are, and will continue to be, unemployable without this training.

2. Unemployed adults who are physically handicapped and need additional training in work opportunities.

3. Unemployed and other adults who are in need of further general educational opportunities to fit them to take their part as self-supporting citizens.

**October 4:** To institute a program of child feeding in the schools for the children of families now on relief lists who are attending school, where examination indicates under feeding and malnutrition . . . Limited to one meal per day.

Child-feeding programs are entirely under direction of local emergency relief committees, or authorized agents.

**October 23:** To provide work relief wages for qualified and unemployed teachers, and other workers on relief who are needed to organize and conduct nursery schools under control of the public-school systems:

1. All plans for organizing, locating, and supervising nursery schools shall be subject to approval of local superintendents of public schools and of local relief administrators.

2. Completed plans shall be sent to the State superintendents of public instruction and to State relief administrators in accordance with State procedures.

3. The Federal Office of Education may be called upon for information and assistance. Recognized institutes of research in child development, located throughout the country, stand ready to give needed advisory and supervisory services to help safeguard the educational program.

**November 23:** Salaries of teachers amended and liberalized so that daily or hourly wage is equal to that customarily paid in the community for similar work, and will provide a weekly wage sufficient to permit a reasonable standard of living.

**December 7:** Persons to be employed in emergency nursery schools must be selected from those in need and include first a professional staff qualified to conduct the educational program; second, other persons necessary in the program for children and parents in the equipping and operation of the physical plant.

[Continued on page 105]

# The Program in Action

THE emergency educational program differs as the 48 States differ. Each State department of education submits a plan and a budget for using the six authorizations making up the program listed on page 90.

The State plan and budget go to Dr. L. R. Alderman, chief of the Office of Education service division, who has been loaned to Administrator Harry L. Hopkins, to help education make maximum use of the F.E.R.A. and C.W.A. powers and funds. Dr. Alderman and his assistants check over the State plans and budgets to determine if their proposals and expenditures are in line with Administrator Hopkins' rules and regulations. When approved, the State plan and budget go into immediate effect.

C. F. Klinefelter, Office of Education vocational education expert, is assistant to Dr. Alderman. Dr. Mary Dabney Davis, Office of Education specialist in nursery-kindergarten-primary education, has been loaned to the F.E.R.A. to help work out the State nursery school programs. Dr. Ambrose Caliver, specialist in Negro education, is also at work in the F.E.R.A. ironing out school problems.

## Advisory services

To help States work out the emergency educational programs the Office of Education has developed advisory services.

Representatives of the vocational education division have been in contact with practically every State department of education helping on preparation of plans.

Three leaders in adult education—Jerome H. Bentley, director, Adjustment Service, New York City; Morse A. Cartwright, director, American Association for Adult Education; and Arthur E. Bestor, president, Chautauqua Association, are acting as an advisory committee to Commissioner Zook on development of adult-education programs.

Since parent education is one phase of adult education, the National Council of Parent Education has appointed an advisory committee to Doctor Zook to assist in the development of parent-education programs.

Mimeograph letters interpreting the latest developments have gone out in a steady stream to school officials.

## ★ HOW *the Federal Emergency Education Projects are being Developed in Cooperation with the Office of Education*

SCHOOL LIFE has been largely devoted to reporting and explaining the latest recovery program activities.

Numerous conferences of education leaders in adult education, nursery schools, and other sectors of the educational world have been called at Washington by Commissioner Zook to help direct these emergency programs into the most promising channels.

Following are brief descriptions of what is being done under the six authorizations. These descriptions are fragmentary because the first State reports are not yet in.

## Adult education

The Emergency Educational Program of the F.E.R.A. includes two exclusively adult education projects; 1, employment of needy teachers or other qualified persons to teach adults unable to read or write; 2, employment of needy teachers or otherwise qualified persons to conduct classes to help unemployed and other adults improve their general education.

New York was first in the field a little more than a year ago with an extensive program which employs about 1,500 teachers and enrolls more than 40,000 adults. (See November SCHOOL LIFE.)

Typical of what other States are doing is West Virginia's program. Of a total allotment of \$38,000 per month, \$13,200 is earmarked for teaching adults to read and write, \$10,000 for general education. These funds will pay 330 teachers, who will instruct about 5,000 adults to read and write, and 250 teachers to conduct general education classes for another 5,000 adults. State Superintendent W. W. Trent urged all communities to locate any individuals unable to read or write. They are invited to attend the classes which have been organized at various centers with the object of learning to read and write with facility equal to that of a normal fifth-grade child.

Classes in English instruction, handi-crafts, social and economic problems,

avocational pursuits, vocational guidance, and discussion groups for workers are among the types of instruction West Virginia has started in the general education sector of its program.

In some centers the forum type of approach exemplified in the Des Moines plan reported in SCHOOL LIFE, May 1933, is being developed.

## Vocational education

The authorization for vocational education provides for employment of those in need of a job who can qualify as teachers of agriculture, trade and industry, commerce, and home economics.

Vocational education instructors provided for under the plan are selected by State directors or supervisors of vocational education, school superintendents or others designated by the State Department of education. Persons selected for teaching positions are given a week or more of intensive training in vocational education principles, in methods of teaching, and in organizing and conducting classes.

In the field of trade and industry, instruction is being given in manipulative skills, and in technical subject matter and related subjects, such as trade mathematics, drawing, blueprint reading, and elementary science related to the trades. The emergency education program provides for the teaching of any subject matter in which instruction is desired by unemployed adults to make them employable.

The course of instruction in home economics includes subject matter organized around every day homemaking problems. Particular emphasis is given to family budgets; the purchase, preservation and preparation of nourishing foods; economical buying and making over of clothing; health problems, and similar subjects of special interest to homemakers under present-day economic conditions.

Much of the vocational agriculture being developed under the emergency plan is in the nature of classes for those in outlying sections of cities and in suburban areas who desire to supplement their incomes by raising vegetables, poultry, and other farm products which can be done on a small scale, and for adult farmers who desire information concerning the agricultural adjustment and agricultural credit programs now being carried out by the Government. The work in this field is designed to meet the real need for training in agriculture for groups not reached by the regular established program.

### Rehabilitation

In 1932 more than 398,000 persons in this country became permanently disabled through accident—in the factory, on the farm, in the street, or in the home—or from disease. One in every five of this number, or 79,000 men and women, were unable to return to their jobs or to enter their chosen vocations. These disabled persons, doubly handicapped—injured and unemployed—do not ask for charity. What they do ask is opportunity for economic independence. And it is with this disabled group that the program of vocational rehabilitation, set up under the Federal act of 1920, is concerned.

The additional funds made available for vocational rehabilitation purposes through the Federal Emergency Relief Administration have provided for a much needed expansion of this rehabilitation program. Relief funds may be used for all purposes for which the regular vocational rehabilitation funds are used—for employing case workers and clerical assistants, for tuition for the training of persons who are being vocationally rehabilitated, for books and supplies, for transportation and travel of case workers and trainees, and for artificial appliances necessary for physical rehabilitation of the disabled. One other item—the maintenance of a handicapped person during the period of his training—may be paid for out of the emergency relief funds. This latter item, for which no expenditure may be made under the Federal rehabilitation act, provides for the maintenance where necessary, of a handicapped person and his family while he is in training.

No new organization has been necessary in expanding the vocational rehabilitation program under emergency relief funds. Selection of case workers is already under way in a number of States. These workers are chosen by State directors and State and local supervisors of vocational rehabilitation, from a list of those on relief rolls whose background and experience warrant their con-

sideration for rehabilitation case work, or for clerical or other positions created by the emergency program. The salary or compensation for such positions is the prevailing pay for similar service under the present rehabilitation program.

Under the emergency plan prospective case workers are given a short intensive course in rehabilitation principles and policies either at the State capital or at some other convenient place. Each worker is then assigned to a special territory—a city, a county, or several counties. He is accompanied for the

first few days by a staff worker until he becomes familiar with the duties expected of him. More than 100 case workers had been employed by December 1.

When it is understood that at the close of the fiscal year ending June 30, 1933, more than 30,000 disabled persons were in process of rehabilitation under the permanent program, and that many others who were in need of rehabilitation could not be taken care of under this program with funds available, the opportunity for service opened up by the emergency relief funds will be appreciated.

## Answers to Your Questions



HOW can an unemployed teacher obtain emergency work?

File application with nearest public employment office. Register name and report the urgency of need for work at the public employment office and also to nearest county or city superintendent of schools. Visit the nearest local relief office and C.W.A. headquarters and inquire what types of educational civil works or other work-relief activities are being developed which might have openings.

How can funds for school-building repairs be obtained through Federal agencies?

Through the C.W.A. Send your application to the nearest local C.W.A. officials. Give detailed statement as to nature and extent of repairs and improvements to schools and school grounds desired, and the estimated cost. If your project is approved, the C.W.A. will pay the full cost of labor, but each State C.W.A. determines the percentage of cost of materials which will be paid by the C.W.A.

Through the P.W.A. Send your application in quadruplicate to the State advisory board of the P.W.A., stating in detail the nature and extent of the repairs and improvements, and the estimated cost. If the application is approved, the State advisory board must send it to Washington for final approval. If it is approved in Washington, the P.W.A. will make a 30-percent grant for the cost of labor and material.

How can Government funds be obtained for the construction of school buildings?

Through the P.W.A. Send application in quadruplicate to the State advisory board of the P.W.A. in accordance with

the rules and regulations of Circular No. 2 of the Public Works Administration. After the State advisory board approves the project it must be sent to Washington for final decision. If the project is finally approved, the P.W.A. will make a 30-percent grant and a 70-percent loan of the cost of labor and materials. If the local community is unable to finance the project, the P.W.A. will take the land by eminent domain, erect the building, and lease it to the school authorities, who are then under obligation to pay for the building on the installment plan over a 30-year period.

What is the emergency educational program?

Authorizations by which \$2,000,000 of Federal funds per month are being used to engage 40,000 unemployed needy teachers to instruct: (1) Children in rural schools otherwise closed; (2) adults who cannot read or write; (3) persons in need of vocational education; (4) persons in need of rehabilitation training; (5) adults who want general education; (6) emergency nursery schools.

Where can a puzzled educator turn for answers to other questions about educational aspects of the National Recovery Administration?

To the Federal Office of Education, which is keeping in touch with all recovery agencies. Address United States Commissioner of Education George F. Zook, Washington, D.C.

How can an educator keep abreast of developments of educational aspects of the National Recovery program?

SCHOOL LIFE, official journal of the Federal Office of Education, prints each month, recent recovery program news of importance to educators.

# Emergency Nursery Schools

★

MARY DABNEY DAVIS

*Specialist in Nursery, Kindergarten, and  
Primary Education*

EARLY in October the head of the women's division of the Federal Emergency Relief Administration invited the Office of Education to advise regarding the possibilities of organizing nursery schools for the twofold purpose of employing women and of relieving the distress of mothers and young children in homes suffering from current economic and social difficulties. It was decided jointly by the Federal Emergency Relief Administration and the Office of Education that emergency nursery schools, under the control of public-school systems, should become the sixth educational project to be authorized by the relief administration and sponsored by the Office of Education. Commissioner Zook has confined the emergency education projects which he has been asked to sponsor to those educational services for which the public schools have not heretofore assumed responsibility. Consequently the emergency nursery school program is designed to provide an educational program for children of preschool age but is not to be interpreted as offering an opportunity to restore any educational opportunities for young children that have been eliminated by school administrations during the present economic difficulties. Commissioner Zook assigned the specialist in nursery-kindergarten-primary education, of the Office, to be responsible for developing the educational program of the Emergency Nursery Schools.

On October 23, 1933, Mr. Harry L. Hopkins issued an announcement that

the rules and regulations of the Federal Emergency Relief Administration might be interpreted to employ qualified and needy teachers and other workers in need of relief to organize and conduct nursery schools under the control of the public-school systems.

To assure an adequate educational program the Emergency Nursery School project received the sponsorship of three professional organizations interested in the education of young children—the National Association for Nursery Education, the Association for Childhood Education, and the National Council of Parent Education. From these three organizations a National Advisory Committee on Emergency Nursery Schools was formed. This Executive Committee consists of the following members:

For the National Association for Nursery Education—Dr. Abigail Eliot, Nursery Training School of Boston and secretary and treasurer of the National Association for Nursery Education; Dr. Lois Hayden Meek, director Child Development Institute, Teachers College, Columbia University.

For the Association for Childhood Education—Miss Edna Dean Baker, president National College of Education, Evanston, Ill., and President of the Association for Childhood Education; Dr. George Stoddard, director Child Welfare Research Station, University of Iowa, Iowa City, Iowa.

For the National Council of Parent Education—Miss Edna N. White, director Merrill-Plamer School, Detroit, Mich., and chairman of the National Council of Parent Education; Mr. Ralph Bridgman, executive director National Council of Parent Education.

For the Office of Education—Dr. Mary Dabney Davis, ex officio.

The services of the committee were offered to the Office of Education to aid in developing the Emergency Nursery

School program and were accepted by Commissioner George F. Zook.

The advisory committee has held 3 conferences—2 in November and 1 in December. At these conferences members of the committee and their consultants were oriented with related phases of the relief program of the Federal Emergency Relief Administration and with the work of the different emergency educational programs.

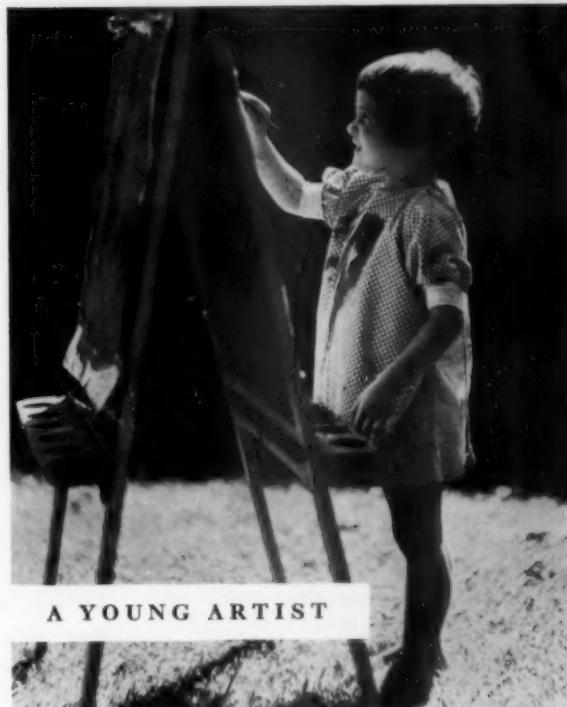
The committee realizes the opportunity which this project offers to integrate the active interest of the many professional and social organizations concerned with the education and development of children of preschool age. It has, therefore, solicited the names of the officers of social and professional organizations concerned with this project who are located within the different States. It is expected that plans for the development of the nursery school project within each State will have the cooperation of these workers.

Types of services now being offered through the advisory committee are publications and personal assistance. The following publications have already been prepared in mimeographed or printed form:

1. Suggested Form for a Supplement to State Emergency Educational Plans to Cover the Organization of Emergency Nursery Schools.

2. A Form to Guide Local Superintendents of Schools in Planning for Emergency Nursery Schools.

[Continued on page 105]



# Bloody Angle Camp

**B**LOODY ANGLE near Spotsylvania Court House, Va., is the site made famous during a Civil War battle when the little stream which runs nearby was tinged with human blood. Today the site is a national park, and there is located on this historic ground a Civilian Conservation Corps camp—one of the 1,466 camps now established throughout the United States. It was my privilege to be an overnight guest in this camp which was one of several visited by a group from the Federal Office of Education.

From the road to the camp, the trenches used during the Civil War could be plainly seen. One of the work projects of the camp boys is to clear out the underbrush and wild growth so that the contours of the trenches can be readily viewed from the automobile road which follows them for several miles. High ricks of timber and brush at intervals along the road testified to the strenuous work already done.

The camps are more or less standardized, and it takes but a short time to make a tour of the quarters. There is a mess hall, a T-shaped building with the customary tables and benches arranged in two long lines with an aisle through the middle; the wing is given over to the kitchen and storeroom. A headquarters building houses the staff and their offices. The recreation building, when completed, will be the gathering place, or club room, for the men. The infirmary is supplied with five army cots. Five barracks each housing 42 men are ready for occupancy. A bathhouse, with hot running water all day, is given over to washing facilities and showers. A drilled well with a pump and high water tank furnishes the water supply.

The camp itself was busy with activity. Civilian carpenters were putting on the finishing touches to the barracks, frame buildings into which the boys will move from their tents. Cooks were preparing the evening meal. Kitchen police (K.P.'s) were heating big cans of water so that each man could scald his own mess kit after eating; this was done in an open shed close to the mess hall. One man was stoking the fire at the bathhouse to heat the water and keep the building warm.

## ★ WALTER J. GREENLEAF Describes a Typical CCC Camp Embraced in the New Educational Plan

A visit to the infirmary revealed that three boys were in bed recovering from colds—one had cut his ankle and was being treated by a competent camp doctor and a few had bruises which called for sympathy rather than treatment.

Visitors' quarters proved to be an Army tent with wood flooring; army cots supplied with plenty of blankets, sheets, a puff, and a pillow; and a Sibley stove with the pipe running out through the

canvas. Many of the boys who seemed not to mind the cold and inconveniences of a tent preferred to remain in them throughout the winter rather than move into the barracks.

The evening meal provided in the long mess hall recalled Army experiences, but somehow differed due to the civilian atmosphere of the camp. Boys with mess kits filed past the cooks and were helped generously to a hot supper, while the officers were waited on at one end of the hall—the camp commander, the medical officer, two army lieutenants, and the foresters. The food is wholesome and well prepared. It is purchased locally by bids at a daily cost of 39 cents per man. A few electric bulbs shed a "dim religious light" over the gathering, but the clatter of 200 hungry boys dispelled any church illusion.

While the recreation hall is being completed the mess hall is used for recreational purposes. In one corner the boys were purchasing candy and tobacco from the canteen. In another corner some were gathered about the traveling library which furnished novels, detective stories, and nonfiction. A weak battery radio furnished spasmodic music for a few patient listeners. A blackboard gave evidence of the use of the mess hall as a classroom. Everybody was discussing the boxing event which was taking place in town that night with several of the men in the contest.

That evening in headquarters tent we fed the stove with wood, and learned about camp administration and about C.C.C. campers, their habits, interests and problems. Each camp enrolls 200 men in the beginning. The few that drop out during the period of the camp are not replaced. Bloody Angle Camp was composed of 194 men between the ages of 18 and 25, except a few local men who were older. Twenty-four men are termed "overhead"—that is they manage the camp while the others are at work on projects. There are 2 first cooks who work on shifts, 2 second cooks, 2 stewards,

**T**here are 1,466 C.C.C. camps in the United States.

Twelve States provide more than 42 camps each.

Twenty-four States maintain from 16 to 42 camps each.

Ten States have from 2 to 13 camps.

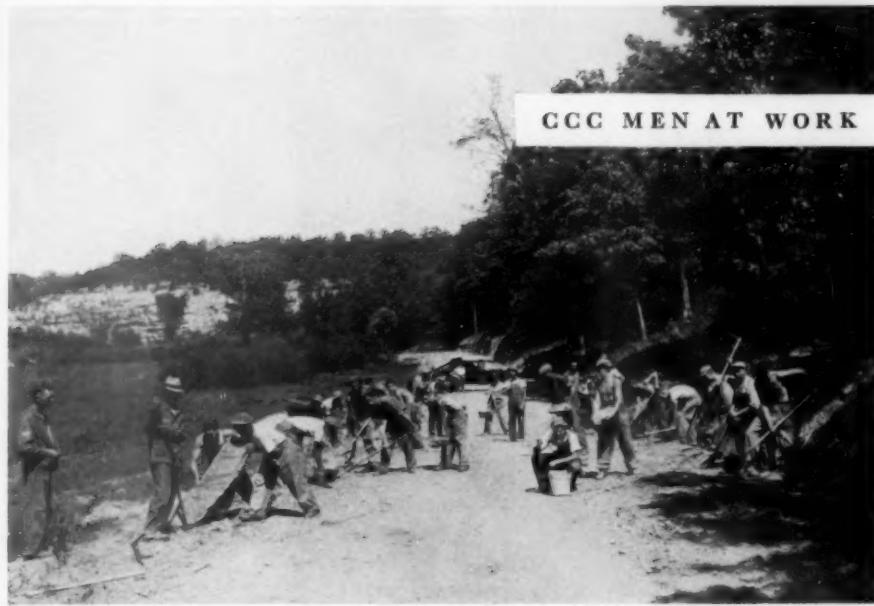
These camps provide for 300,000 young men and veterans.

The Government order of 250,000,000 board feet of lumber to reconstruct the camps for winter was the largest order ever placed at one time.

Over \$1,150,000 has recently been approved for an educational program in the camps.

The benefits of the camps to the community are:

1. *Relief*—over \$40,000,000 has been paid, thereby cutting down State appropriations.
2. *Health*—the average camper has gained 7 pounds, and has grown  $\frac{1}{4}$  inch in height.
3. *Forests*—1,000,000 acres have been fireproofed; 68,000 dams have been constructed; 1,000,000 acres covered in insect control.
4. *Expenditures*—merchants and manufacturers have benefited by receipt of \$50,000,000 spent for food, machines, and equipment.



8 kitchen police, 2 clerks, 2 workers on camp construction, 1 police of grounds, 4 workers on the woodpile, 1 electrician, and 2 first-aid assistants to the doctor. Five percent of the total camp enrollment receive \$45 per month, and 8 percent receive \$36 per month, while the remainder are paid \$30. Most of the men allot as much as \$25 per month to their dependents, and a few send home more, but others save their money on "deposit", which is compulsory if not otherwise allotted.

Records show the men to be typical healthy boys, half of whom come from farms, and the other half are just out of school or with a little experience as unskilled laborers. Only four were unable to read or write. Forty-three indicated various stages of schooling through the sixth grade. Fifty-three finished their schooling during the seventh or eighth grades. Seventy-three had been to high school and 35 were graduates. Four had had some college work. They are interested in all of the activities that live schoolboys of similar ages engage in—football, basketball, bowling, boxing, and other seasonal sports, and these sports are provided in the camp. During their spare time the boys have constructed ball courts by digging out the ground, rolling and laying off the fields—no small job in itself after a hard day's work. Many had offered to take part in camp entertainments, and those with talent revealed their specialties—songs, minstrel shows, dancing, black-face acts, shows and plays, harmonica, guitar, mandolin, etc. One boy, a barber, with an eye for business, wrote: "Not interested in nothing. Every hundred haircuts, one free." The boys like to dance, and have entertained between six and seven hundred visitors at

their dances. Some enjoy the movies. Trucks take them to town two or three nights per week if enough wish to go. They cut their own wood supply for fuel. Their shoes are fixed by the local shoemakers under contract.

The men leave camp for work at 8 a.m. They may go either nearby where they are able to return for the noon meal, or 10 or 12 miles away from camp, in which case their dinner is sent out to them. They line up for roll call in sections, each section in charge of a forestry foreman who is responsible for his group during the day. They appeared properly clothed for outdoor life. Warm remade Army clothing, heavy underwear, leather mittens, wool socks, and other necessary work clothes are drawn from the camp storekeeper, the equivalent of the Quartermaster in the Army. Because they were warm, well fed, well housed, and routinized in their work and habits, they appeared happy and grateful even in early morning light.

The men work hard. They cut out old trees, saw and split logs, clean up underbrush and burn it, and in general develop the national park. One group was splitting a log which was fully 2 feet in diameter. Some were opening fire breaks. Another group was tending brush fires. Another at the forge was sharpening axes and other woodsman's tools.

By 4:30 in the afternoon most of the boys are back in camp, and after supper the time is their own until "lights out". In order that they may utilize this free time to best advantage, President Roosevelt has recently approved an educational program which will broaden and strengthen the educational work now being carried on under the direction of the War Department.

Our special task was to learn what could be done by way of education in the camps. Obviously with camp routine such as it is, the program must be largely an evening project, and the visiting committees were unanimous in their beliefs that such work must be carried out informally rather than attempt to duplicate school room procedures.

To carry out this program, the Federal Office of Education has appointed Clarence S. Marsh of the University of Buffalo as a general educational director for the United States and is charged with the appointment of nine corps area educational advisers, and for each camp, a camp educational adviser. An assistant educational leader will be chosen from among the enrolled men. To aid the camp advisers in their new duties, the Office of Education is issuing a handbook of suggestions, with the approval of the War Department.

The development of an educational program in each camp will depend on the discovered interest of the men themselves. The adviser will build around the educational work now in progress, expanding it by means of individual counseling, and guidance, and stimulation. Without doubt he will promote such activities as round-table conferences, extension activities, correspondence study, camp-fire activities, individual reading and study, and hobbies which are educational in nature. He will depend largely upon nearby educational institutions, clubs, churches, and individuals to give lectures and act as leaders in discussion groups. He will not be expected to overburden himself with class teaching.

#### Since March 4

[Continued from page 89]

F.E.R.A.-C.W.A. set-up clarified by supplementary rules announced by Hopkins and sent by Commissioner Zook to all superintendents.

**December 5:** Dr. Ambrose Caliver, Office of Education specialist in Negro education, appointed part-time specialist in the F.E.R.A. to aid in projects involving Negro education.

**December 6:** It is announced that \$2,000,000 per month through May has been set aside for the emergency educational program and that a total of 40,000 teachers will be engaged. Under the new provisions nearly all States will be able to recruit more teachers than were planned for originally.

**December 19:** Hopkins allots \$86,278 for a Federal C.W.A. project under direction of Office of Education for an occupation survey of the deaf and hard of hearing.

# Public Works for Public Schools

THE United States Government is now moving in three ways to aid the schools in regard to their physical plant: First, through the Public Works Administration, grants and loans are being made for public-school buildings and for buildings for State colleges and universities; second, a long-range study of school building needs under the direction of the Office of Education is to be carried on in connection with a comprehensive plan of the Planning Board of the P.W.A.; and third, through the Civil Works Administration, funds have been made available for school building repairs and improvements.

The Federal Emergency Administration of Public Works was created under the National Recovery Act, passed on June 16, 1933. The Secretary of the Interior, Harold L. Ickes, was appointed Federal Administrator of Public Works on July 8, 1933. From that date until the latter part of August the majority of projects approved were Federal projects. By August, State advisory boards and State engineers were organized to handle applications from the States for loans and grants. Each State advisory board had three members, with the exception of Louisiana and Texas, which had four.

Realizing that, as soon as the State advisory boards were organized, it would be possible for school officials to make requests for grants and loans for school building projects, the Office of Education mailed to all State, city, and county superintendents, and presidents of State universities and colleges, full information in regard to the operation of the Public Works program so far as it affected school buildings. It offered its services to public-school officials in furnishing information and expediting the consideration of applications for school building projects.

From August 12 to December 22, 1933, requests for information were received from 200 State, city, and county superintendents of schools, presidents of colleges and universities, architects, and citizens located in 36 States. Up to December 6, grants and loans for school buildings amounting to \$20,370,860 had been made to 116 cities and 17 counties in 41 States. Loans for school building were also made to the State of Utah and the State of

## ★ ALICE BARROWS *Explains What the P.W.A. and a National Survey Mean to Public Education in the United States*

Florida. In addition, an allotment of \$2,113,000 was made to the Office of Indian Affairs for Indian schools.

An analysis of the correspondence with school officials shows that it falls into two main groups: First, questions in regard to the conditions under which grants and loans are made by the P.W.A. and the method of applying for funds; and second, comments in regard to the operation of the Public Works Program and suggestions for changes so far as the program affects school building projects. The following are some of the questions and answers on the Public Works Program:

### Grants and loans

*Ques.* Are school buildings eligible for grants and loans from the P.W.A. and under what conditions?

*Ans.* Buildings for public schools and State universities and colleges are eligible for grants and loans from the P.W.A. Private schools and colleges may receive a loan, but not a grant. Each project must meet the following tests of eligibility:

"1. The relation of the particular project to coordinated planning and its social desirability. 2. Economic desirability of the project, i.e., its relation to unemployment and revival of industry. 3. The soundness of the project from an engineering and technical standpoint. 4. Financial ability of the applicant to complete the work and to reasonably secure any loans made by the United States. 5. The legal enforceability of the securities to be purchased by the United States or of any lease to be entered into between the applicant and the United States."

*Ques.* How should applications be made to the P.W.A. for grants and loans?

*Ans.* Application should be made in quadruplicate to the State Advisory Board and State Engineer (P.W.A.) in accordance with the regulations given in Circular No. 2 of the Public Works Administration.

Circulars No. 1 and No. 2 can be secured from the Office of Education as well as from your State Advisory Board. If the application for a grant and loan is approved by the State Advisory Board, it is then sent to Washington for final approval.

*Ques.* If a project is approved what will be the amount of the grant from the Federal Government?

*Ans.* The President is empowered to make grants to States, municipalities, or other public bodies for the construction, repair, or improvement of any project approved by him, not in excess of 30 percent of the cost of the labor and materials employed upon such project. (See Circular No. 1, Public Works Administration, p. 8.) The community may obtain a loan for the remainder of the cost of the project from the P.W.A. at 4 percent interest, or, if it prefers, it may raise the remaining proportion of the cost by outside borrowing, or by an appropriation.

*Ques.* Will the Federal Government build a school building and lease it to the community?

*Ans.* According to a recent statement of policy by the legal division and the Federal Administrator, "Where a community has no borrowing power but can convey the site of the project to the United States and has the power to make a lease upon terms which will permit repayment of the loan with interest within the useful life of the project, then the United States will enter into a leasing arrangement through the instrumentality of a corporation formed or to be formed. This method is available to municipalities only where they may legally enter into such leases."

"In the case of sovereign States of the Union which have no borrowing power, aid will be extended on the leasing basis if the property can be conveyed free and clear and if the project when constructed is adapted to Federal or other use in the event of repossession."

## PWA SCHOOL AND LIBRARY ALLOTMENTS



"Where a community has borrowing power, it must issue its bonds. In such a case, the P.W.A. will not enter into the leasing arrangement. The fact that the applicant states that the voters will not authorize a bond issue is immaterial; the matter must be submitted to the electorate if that is required by law.

"In considering leases such as those of the P.W.A., which are in effect installment purchase contracts, it must always be borne in mind that such a lease constitutes a debt by the law of almost every State and that consequently the arrangement is within the constitutional restrictions."

*Ques.* Will the P.W.A. allow a 30 percent grant on a school building project when the 70 percent is being obtained through legal local loan or current taxation?

*Ans.* Yes, grants will be made to supplement funds raised elsewhere as well as in connection with P.W.A. loans.

Ques. When 30 percent grant and 70 percent loans are allowed for new con-

construction, may equipment be included?

buildings may be included in the amount of the loan requested.

*Ques.* May equipment for existing buildings be financed by 30 percent grant and 70 percent loan?

*Ans.* It is not the policy of the Administrator to finance the purchase of equipment not connected with construction. The purpose of the Act is to promote employment. This purpose will not be accomplished by mere purchase of equipment already fabricated. If the project requires the *construction* of equipment then it is within the policy of the Administrator.

### Funds for repairs

*Ques.* Will the P.W.A. allow a grant of 30 percent of the total cost of the school building repair program?

*Ans.* Yes. The application for the 30 percent grant for school building repairs must be made to the State Advisory Board and approved by that Board before it can be considered in Washington. The applicant must show that funds for the 70 percent of the cost of labor and materials

percent of the cost of labor and materials are available. On the other hand, if the municipality can supply the materials, it may be more advisable to make application to the C.W.A. for funds for school building repairs.

*Ques.* Can funds for school building repairs be secured also from the C.W.A., and under what conditions?

*Ans.* Funds may be secured for school building repairs through your State and local Civil Works Administration. If the project is approved, the C.W.A. will pay the total cost of labor on the project, but each State C.W.A. may determine the percentage of cost of materials to be paid for by the C.W.A. The reason the C.W.A. does not pay the total cost of materials is that the purpose of the C.W.A. is to put people to work; therefore, C.W.A. funds must be spent, so far as possible, for labor. The contribution of the States and local communities is to furnish the materials. If application for funds for school building repairs is made to the C.W.A., the request can be granted by the State C.W.A. without forwarding the application to Washington. If application for funds for repairs is pending before the P.W.A., such application cannot be transferred to the C.W.A. except through the P.W.A.

*What happens to your application after it leaves the State advisory board*

Letters received from school superintendents and presidents of colleges and universities not only called for definite

information on the points enumerated, but they were also illuminating in their comments on some of the difficulties encountered in securing funds. One point to which the majority referred was the delay in getting information on the status of any given project. It was evident that there was little understanding of the steps that must be taken before any given project is approved and the funds made available. Therefore, it may be helpful to those in the field to know just what happens to their projects after their State advisory boards approve them.

1. As soon as the application arrives in Washington, copies are sent to the Engineering, Legal, and Finance divisions of the P.W.A. for examination.

2. If all these divisions approve the project, it is then sent to the Deputy Administrator and the Administrator.

3. If the project is approved by them, the Projects Division prepares a resolution of approval for the Special Board of Public Works.

4. If the Board approves the project it goes to the President.

5. If the President approves it, the applicant is notified of that fact, and the docket is turned over to the legal division for the preparation of the bond purchase contract, or a grant agreement.

6. This agreement is mailed to the applicant and it must then be voted upon by the municipality or governing body, depending upon the provisions of the State law.

7. The municipality has to supply the documents called for in the contract which constitute the bond transcript.

8. Then the bond transcript is forwarded to P.W.A. headquarters at Washington with a requisition for funds.

9. After the transcript has been checked by the Legal and Accounting divisions and found correct in every particular, the funds are made available by the P.W.A. through the nearest Federal Reserve bank.

A careful study of the foregoing shows that the real delay comes through the loan factor in any application and the State laws governing loans. As soon as the application is put upon a loan basis the whole process is slowed up; and the slowest loan is a municipal loan. There must be resolutions passed by the governing body of the city, an election by the people to authorize bonds, and a resolution by the governing body of the city adopting the bond purchase contract. The fact is that State laws over a century have been restricting in every way the borrowing power of the municipality. The result is that when an emergency occurs and the Government wishes to make loans quickly to States and municipalities

to relieve unemployment, it is not possible to do so.

The National Recovery Act requires that all loans made by the United States be reasonably secured, but under the State laws many formalities must be complied with before these loans can be reasonably secured. The technical shortcomings which will render invalid an issue of municipal bonds seem almost incredible to the lay mind. But the Public Works Administration must take the State law as it finds it. The Federal Government has no power to grant exemptions from the rigorous provisions of State law. Therefore, since the Public Works Administration is required by act of Congress to insist upon a reasonable security for its loans, each detail of the State law must be carefully examined and complied with.

Certain State legislatures, for example, New York, Virginia, Rhode Island, and New Jersey, to some extent, have cut the Gordian knot by passing enabling acts to permit their communities to secure the benefits of the Public Works Program without the close insistence upon legal formalities previously required. Where this has been done it has been relatively easy to put men back to work. But in those States where hard and fast constitutional provisions prevent speedy loans, it is extremely difficult to put men to work quickly.

In other words, the chief reason for the delay in speeding up non-Federal projects is the 70 percent loan, not the 30 percent grant, coupled with the fact that the laws of the States and municipalities make it extremely difficult to make State and municipal loans.

The letters received from school officials indicate that they are well aware of these facts. For example, the comment most frequently made was that the 70 percent loan provision made it impossible for them to make application for needed school plants. They pointed out that the communities that needed aid most for their school building programs had already exceeded their debt limit, or that, because of State laws and regulations, it would be impossible to vote a bond issue at the present time. Apparently, the opinion of the majority was that it would be impossible for school authorities to help put men to work through erection of school plants unless the amount of the grant was very considerably larger. The percent suggested varied all the way from 50 to 100 percent. Throughout the correspondence, the sympathetic interest and support of the Public Works Program by school officials has been most striking, and their suggestions were made always in the spirit of endeavoring to help in expediting the program.

## Long-range Study

THE Office of Education is not only interested in assisting school officials in their efforts to secure funds for school building projects, but it is at present planning a long-range study of school plant needs which it is hoped will be of definite practical value in the carrying out of another Public Works Program, if there is such a program. Or, if there is not another Public Works Program, the study should be of importance to the States in long-range planning of school plant needs.

With this purpose in view, the United States Commissioner of Education called a conference on October 23 and 24, of representatives of the National Advisory Council on School Building Problems, a group of experts in school building problems which serves in an advisory capacity to the Office of Education in all matters affecting school plant problems. As a result of this conference, the Commissioner of Education submitted to the Secretary of the Interior a "Proposal for a Nationwide, long-range study of school plant needs as part of a comprehensive survey of public works needs."

In submitting this proposal it was pointed out that recent social and economic changes, coupled with the conscious effort of the present administration to control and direct those changes for the better living of the masses of the people, have suddenly brought to the public schools the responsibility for providing a richer, more flexible education not only for children but for adults, an education which will enable them to meet the conditions of a rapidly changing civilization with intelligence, social vision, alertness, and pragmatic common sense.

If education is to meet this new responsibility, then the school plant must be very different from what it was in the days when a school building consisted of nothing but classrooms in which children were taught the three R's.

For these reasons, the Office of Education, in cooperation with the National Advisory Council on School Building Problems, submitted to the Federal Administrator of Public Works the following proposal:

1. That a Nation-wide, long-range study of school plant needs for public schools be undertaken in order (1) to work out a school plant program for the next 5-year period, (2) to estimate the cost of such school plant programs for each State, and the employment made available through such programs.

2. That this long-range study of school plant needs be made as part of a comprehensive survey of the possible development of the physical plant for community living in the light of probable trends in community life.

3. That the long-range, comprehensive study of the community needs with respect to the physical plant, including the survey of school plant needs, be made by the Public Works Administration under the authority of the present act to develop a comprehensive plan of public works, and that the work be organized as follows:

a. That the Federal Administrator of Public Works appoint a Federal Technical Director of a comprehensive survey of public works for community living; regional technical directors who shall have charge of organizing a comprehensive survey for each region, of selecting the technical experts in the different fields to be covered by the survey, and of directing their work so that the surveys in the several regions shall be comparable in aim and method. The number of Regional Directors should be determined by the Federal Technical Director after he has worked out the comprehensive, Nation-wide plan.

b. That grants be made by the Public Works Administration for the salaries of the Federal technical director of the comprehensive survey, and of the regional directors of the regional comprehensive surveys, together with sufficient funds for clerical assistance.

c. That the cost of the actual surveys in the several regions and States within the regions, exclusive of the services of the technical directors, both Federal and regional, shall be borne by the States through contribution of the services of the technical experts in each State who are appointed by the Regional Directors to carry on these surveys.

d. That it shall be the duty of the Federal Technical Director to recommend specific action as to Public Works projects as soon as the facts disclosed indicate a reasonable certainty of the desirability of any specific project, even though the comprehensive survey of a given region has not been completely finished.

On November 23, the Special Board for Public Works approved an allotment of \$250,000 to the National Planning Board of the P.W.A. for a comprehensive survey of Public Works needs, and it was stated that the plans for a long-range study of school plant needs would be referred to the National Planning Board and would be included in its program for which the appropriation had been made. These plans for a school plant survey are now under consideration by the National Planning Board.

## More P W A Allotments

LOANS (L.), grants (G.), and loans and grants (L. & G.) are still being made to schools from P.W.A. funds.

<i>Wasatch County, Utah.</i> —(L. & G.) Repairs to Charleston and Central schools.....	\$9,800
<i>Hamden, Conn.</i> —(L. & G.) Construction of a two-story high-school building.....	\$700,000
<i>Shawnee County, Kans.</i> —(L. & G.) Construction of high-school building in school district No. 35.....	\$93,500
<i>Lexington, Ky.</i> —(L. & G.) Alterations and additions to school buildings.....	\$132,648
<i>Philadelphia, Pa.</i> —(L.) Construction of library building for Temple University.....	\$550,000
<i>Cimarron, Kans.</i> —(L. & G.) Construction of school building in Consolidated School District No. 1.....	\$101,400
<i>Cedar Rapids, Iowa.</i> —(G.) Independent School District for construction and repairs of school building.....	\$160,000
<i>Chickasha, Okla.</i> —(L. & G.) Construction of dormitories at Oklahoma College for Women.....	\$162,000
<i>State of Florida.</i> —Allotment for school rebuilding program to repair damages caused to schools in 19 different counties.....	\$75,000
<i>Warwick, R.I.</i> —(L. & G.) Construction of a junior and senior high school.....	\$450,000
<i>Billings, Mont.</i> —(L. & G.) Construction of additions to existing high schools.....	\$400,000
<i>Medical Lake, Wash.</i> —(L.) Alterations of school buildings in School District No. 325.....	\$4,300
<i>Larimore, N. Dak.</i> —(L. & G.) Construction of grade and high school.....	\$20,000
<i>Sharkey County, Miss.</i> —(L. & G.) Repairs to school building.....	\$6,746
<i>Monroe, Conn.</i> —(G.) Construction of school building.....	\$14,300
<i>Mansfield, Conn.</i> —Reallotment for a grade school.....	\$5,700
<i>Greenwich, Conn.</i> —(G.) Construction of additions to high-school buildings.....	\$165,000
<i>Concord, Vt.</i> —(G.) Construction of 2-classroom school building.....	\$2,900
<i>Fredonia, Ariz.</i> —(L. & G.) Construction additions to a school building in School District No. 6.....	\$14,000
<i>Roxana, Ill.</i> —(G.) Construction of additions to Edison School in School District No. 103.....	\$1,800
<i>Amherst County, Va.</i> —(G.) Construction of additions to high school.....	\$1,600
<i>Sabina, Ohio.</i> —(L. & G.) Construction of additions to existing school buildings.....	\$38,000
<i>Shippensburg, Pa.</i> —(L. & G.) Construction of additions to existing school building.....	\$75,000
<i>Whitefield, N.H.</i> —(L. & G.) Construction of combined high- and grade-school building.....	\$114,504
<i>Teanack, N.J.</i> —(L. & G.) Construction of school building with kindergarten and combined auditorium and gymnasium.....	\$215,000
<i>Everett, Wash.</i> —Construction of library.....	\$23,600
<i>Elbow Lake, Minn.</i> —Construction of library.....	\$5,000
<i>Helena, Mont.</i> —State University buildings.....	\$300,000
<i>Varnell, Ga.</i> —Construction of school buildings.....	\$14,285
<i>Pittsburg County, Okla.</i> —School.....	\$500
<i>Goochland, Va.</i> —Construction of high school.....	\$12,800
<i>Springfield, Mass.</i> —Construction of additions to 2 buildings at Technical High School.....	\$96,000

—BEN P. BRODINSKY.

## ★ Merger in Virginia

THE Cooperative Education Association of Virginia and the Virginia Congress of Parents and Teachers at their respective annual conventions in Richmond, November 27-29, decided to merge into one organization and to unite with the National Congress of Parents and Teachers. Henceforth, this newly merged organization will be known as the Cooperative Education Association, the Virginia Branch of the National Congress of Parents and Teachers.

Dr. William T. Sanger, president Medical College of Virginia, was elected president of the new organization and Mrs. S. C. Cox, past president of the Virginia Congress of Parents and Teachers, became first vice president.

The Federal Office of Education was represented by Ellen C. Lombard; the National Congress of Parents and Teachers by Mrs. B. F. Langworthy, first vice president, and Frances Hays; and the National Education Association by Charl O. Williams.



THIRD of the Federal Emergency enterprises which contribute to improving physical properties of public schools is the Civil Works Administration, better known as C.W.A.

C.W.A. probably has given school systems more practical aid than any other new Government agency. Newspaper clippings, editorials, and letters filtering in reveal that thousands of schools are bright with fresh paint, new steps, and new fences because of C.W.A. By the time this reaches readers C.W.A. funds will be nearly exhausted. But it is worthwhile to explain C.W.A. since President Roosevelt may ask for its extension.

The Civil Works Administration entered the Recovery program by an Executive order of November 9 issued by President Roosevelt. The Recovery program is a flexible program. In the case of Civil Works it "flexed" to overcome limitations of two other emergency agencies; Federal Relief and Public Works. Weighing the worth of relief work, Administrator Harry L. Hopkins said: "Four and a half million families last winter received an average of 50 cents a day per family. Nobody likes it. Let no one say that the people that have been administering relief in the United States like it. It is unthinkable that that system should be continued any longer than it absolutely has to be. The President has decided that insofar as it is humanly possible it shall be wiped out and in its place men able and willing to work on relief rolls and other millions not on the relief rolls shall be given a job on public works at a fair wage so that they can be self-supporting, independent Amer-

ican citizens." The Public Works Administration, due to understandable delays in making and performing large contracts, was unable to deliver the full power of its blow against depression in early winter.

Correcting the limitations of both agencies with one stroke, the President created the Civil Works Administration. From Federal Relief the C.W.A. took its staff including Mr. Hopkins. From Public Works it took \$400,000,000 and authority to spend money for wages on short-time, noncontract public projects.

Some of the first reports on C.W.A. projects benefiting schools appear in neighboring columns.

The object of C.W.A. is the employment of 4,000,000 persons; 2,000,000 from relief rolls; 2,000,000 through the National Reemployment Service which was expanded to 2,500 registration offices.

These persons can be employed on "All public works projects . . . carried on either by the public authority or with public aid to serve the interest of the general public . . . provided that (1) they are socially and economically desirable, and (2) they may be undertaken quickly. All Civil Works projects must be carried on by force account (day labor), and not by contract."

All Civil Works projects must be submitted to local Civil Works Administrations, which submit them to State Civil Works Administrations, with recommendations for approval or disapproval. State C.W.A. officials may approve projects within limitations prescribed by the Federal C.W.A. office.

In carrying out Civil Works projects operating departments of public bodies are used except where the Civil Works Administration directly carries out the projects.

The 30-hour week is required. Minimum wages are: Skilled labor: Southern zone, \$1; central zone, \$1.10; northern zone, \$1.20; unskilled labor: Southern zone, 40 cents; central zone, 45 cents; northern zone, 50 cents.

Staffs of all State Civil Works Administrations are sworn in as Federal officials.

On the question of whether C.W.A. funds could be used for materials as well as wages, Administrator Hopkins declared: "These funds of ours are not limited to wages, they can be used for materials as well as wages. . . . But here is the crux of this thing on money. If we are going to get 4,000,000 men to work, local communities, counties, and States are going to have to put up some of this money. . . . It (C.W.A.) will be completely successful only if we get the full and complete cooperation of counties and cities . . . in terms of providing materials wherever possible and their share of the wages if they can do it."

C.W.A. was announced November 15. On the following day Commissioner Zook sent a copy of Rules and Regulations No. 1 to every city, county, and State superintendent and the heads of public institutions of higher education. On November 23 he sent out another statement clarifying the position of the previously announced Emergency Educational Program and suggesting the types of school projects eligible under C.W.A.

Two types of projects are important to schools; 1, those for repair or improvement of schools, school grounds, and equipment; 2, surveys and clerical projects in which workers are hired to work on records in libraries and schools, to make special census investigations, etc.

Valuable aid the first type may provide, is revealed in the following suggested projects which State Superintendent W. W. Trent of West Virginia listed for the information of county superintendents:

School sanitation: A county-wide project for improvement of school toilets; improvement of school grounds by proper drainage, grading, and filling.

General repair and fencing of all school lots.

Building of shelters at bus stops.

General repair of school buildings: Elimination of cross lighting; repair of floors, plastering, blackboards; steps to buildings; roof repairs and painting; repair of school furniture; remodeling, cutting doors, windows, etc.; electric wiring; rebinding library books for all schools in county.

Drilling of wells on school grounds.  
Installing water systems in school buildings.

Repair of heating systems.

A general project designed to provide suitable play equipment on all playgrounds.

Gymnasiums: Lay new floors and re-finish old floors.

Extension of roads toward inaccessible buildings to bring them within reasonable distance of transportation.

Completion of unfinished buildings.

Build one or more bus garages at bus terminals with lumber from discarded buildings.

Set out shrubbery and beautify school grounds.

Provide for undernourished children; community providing food while C.W.A. employs women to prepare and serve it.

Build concrete walks.

Build retaining walls.

Making school furniture: Reading, library, and home economics tables, book shelves, stage equipment, bulletin boards.

Reading a list like this, one can readily understand that millions of C.W.A. dollars and hours of labor have been expended on schools.

—WILLIAM DOW BOUTWELL.

## ★ Negro Education

ALTHOUGH it is assumed that Negroes shall share proportionately in all the benefits derived from the many recovery projects of the Federal Government, frequently this ideal is not realized. This is especially true with reference to education. This situation often results from a lack of information or initiative on the part of Negroes themselves and those having charge of their education, and frequently from adoption of policies which fail to take into consideration the peculiar condition of the Negro.

Since the inauguration of the emergency educational program, the Federal Office of Education, through the senior specialist in the education of Negroes, has furnished information on the program to Negro education leaders, and has offered advice and suggestions to the Federal officials formulating policies.

Copies of rules and regulations of the Public Works Administration and of the Federal Emergency Relief Administration, together with interpretations of policies and other statements, have been sent as issued to State directors of Negro education, members of the National Advisory Committee on the Education of Negroes, presidents of colleges, and others helpful in disseminating information to interested groups.

These activities were carried on unofficially until December 5, since which time the senior specialist in the education of Negroes for the Federal Office of Education has been consulting with the F.E.R.A., and has been appointed a part-time specialist in Federal emergency relief work involving Negro education.

Because of the inadequacies which exist in Negro education with respect to term length, buildings, and teachers' salaries; the high illiteracy of Negroes and their

generally backward condition socially and economically, it is important that State and local leaders take the initiative in securing full information concerning the various educational relief projects, in contacting local and State school, relief, and public-works officials, and in every way possible endeavor to have Negroes receive an equitable share of the benefits to be derived from the various recovery measures.

—AMBROSE CALIVER.

## C W A Aids Schools

COOPERATION of school authorities throughout the United States with the National Recovery program to put men to work on C.W.A. projects is revealed in first reports of C.W.A. expenditures received at Washington.

School projects being financed by Federal funds under the Civil Works plan range from grading of school grounds and repair of school buildings to employment of school nurses, teachers, and persons to do research. In one city seven condemned school buildings are being razed.

*Lincoln, Nebr.*—School buildings in 15 counties being repaired.

*Boston, Mass.*—Employing 500 persons to teach in night schools, for clerical work and other duties. Alterations to Essex County Training School.

*Little Rock, Ark.*—Painting and repairing Park Hill, Clendenin, and Woodrow Wilson Schools.

*Fayetteville, Ark.*—Razing old South School and constructing new school for Negroes to replace Henderson.

*Wilmington, Del.*—Work on University of Delaware athletic field, P. S. Dupont School, and grading at Kenton and Clayton Schools.

*Omaha, Nebr.*—Employing 57 women to bring public-school records up to date. Employing 21 women to teach health and first aid in public schools. Employing 76 supplementary public-school teachers and 8 school nurses. Employing 21 teachers of vocational education and retraining.

*Marianna, Fla.*—Sidewalk, road and building repairs at Boys Industrial School and girls school at Ocala.

*Jacksonville, Fla.*—Addition to Landon High School and grammar school.

*Wilmington, Del.*—Historic buildings survey; repairing books, plastering, painting fence at public library.

*Madison, Wis.*—Employing 1,100 at University of Wisconsin on C.W.A. projects.

*Florida.*—Counties of Polk, Hernando, Glades, Hamilton, Columbia, Suwanee, Martin, Alachua, and Okeechobee—repairing school buildings.

*Bismarck, N.Dak.*—Digging eight test pits in new soil for Bismarck School Board.

*Jacksonville, Fla.*—De Funiak Springs, school repairs Gadsden County, \$21,466 for schools and playgrounds.

*New York City.*—2,000 skilled and unskilled workers in public schools, helping out in lunch rooms, etc.

Six hundred boys from 16 to 18 years of age, orphans, discharged from local institutions, getting work in public schools as office boys for principals.

One thousand university graduates start work on research in various colleges and universities, including specialists in chemistry, biology, geology, and architecture.

School census workers to be augmented from 1,500 to 4,800.

Three hundred and fifty start to work in public libraries doing rebinding, re-cataloging, indexing.

One hundred and fifty men and women employed as lecturers and guides at Children's Museum, Brooklyn.

Several thousand women to be placed in jobs in children's nurseries.

*Providence, R.I.*—Painting schools in Cranston, Coventry, Barrington, North Providence.

Cleaning projects in schools of East Providence and Bristol, R.I. Wrecking seven condemned school buildings. All Providence school buildings being repaired.

*Lincoln, Nebr.*—Plastering and redecorating University of Nebraska College of Medicine and Hospital.

# On Education

WHAT do President Roosevelt, his Cabinet, his advisers, and Mrs. Roosevelt think about education?

Following are excerpts from speeches or statements on education by prominent members of the present administration of the United States Government.

"So intimately is the general education of the people related not only to their own happiness and well-being but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. . . ."

"Education is as essential to us intellectually and morally as light and air are to us physically. We cannot develop to our fullest capacities as individuals equipped to get all that is good and worth while out of life except through education."—HAROLD L. ICKES, *Secretary of the Interior and Administrator of Public Works.*

"With the situation as it exists today, I believe there are cultural and philosophic things which can be taught in agricultural colleges which will be of greater significance during the next 30 years than anything of the sort taught in the universities and regular colleges. I want to see our future agricultural leaders prepared to meet in congressional committees and in planning councils with the best minds from other groups to devise the schemes which will make it possible for the people of the United States to enjoy the natural abundance which is so easily theirs."—HENRY A. WALLACE, *Secretary of Agriculture and Administrator of the Agricultural Adjustment Act.*

"In a country where the people rule, they must be enlightened in order to rule wisely and well. It is the task of the teacher to enlighten them, and hence it depends upon the teacher whether or not this country shall have good government in the next generation. In what finer way can one serve one's country?

"From the foundation of the Republic, public education has rightly been regarded as one of the most important governmental activities. If the Government is to be strong and wise and just, as a good government must be, the citizens who comprise that government must be strong mentally and morally, and they must be healthy,

## ★ OPINIONS of the President, His Cabinet, Mrs. Roosevelt and Presidential Advisers

intelligent, and so educated as to be capable of understanding, defending, and perpetuating our American institutions."—GEORGE H. DERN, *Secretary of War.*

"In the end the success of every school is dependent upon the teacher. Magnificent school structures, splendidly equipped rooms, are but dead objects until illumined by his personality. Scant and barren rooms can be made to glow with his enthusiasm and gleam with his genius. All that surrounds him is but an environment of which he is the soul; the books to the children are mere rubbish until their interpreter reveals their wonderful treasures. Ambition lies dormant in the young mind until some teacher fans the fires of aspiration and makes them flame with the hope of achievement."—CLAUDE A. SWANSON, *Secretary of the Navy.*

"In the field of education the Federal Government can render service and can stimulate activity. Upon the States rests the duty of assuring to each child a fully adequate education to the limit of his or her capacity. Upon the local community rests the obligation to hire such persons, build such schools, and adopt such procedures as will not only enable the future adult to commune with his fellows, but will enable him to discover those occupations which will yield him the joy and satisfaction of successful effort,

OUR present educational provisions do not meet the needs of all children up to 16. Newer, more vital, more significant types of preparation for satisfactory living must be evolved in our school system, so that if we prohibit the employment of children up to 16, we may at the same time provide fruitful experiences to fill these years and turn out more valuable citizens to the State and to industry when they do enter on their productive years.

—President Roosevelt.

and will assure him of the skill which will make him a well-paid worker. In other words, the city, the town, the county, or other local unit must set up, if it is fully conscious of its *government responsibility*, adequate systems of vocational guidance and vocational education. The obligation of providing fully for the occupational adjustment of every individual is one which, especially in these days of economic readjustment, cannot long be shirked."—FRANCES PERKINS, *Secretary of Labor.*

"It is interesting to reflect that this profession we call 'education' must be readjusted to every important era. We have a right to expect that educators will prepare those under their charge for the duties and responsibilities peculiar to the times. . . . The era following 1929, and in which we are now launched, will need that educational service which will enable the individual better to control his thinking and his actions and thereby to guide others in protecting against the excesses of greed and preferential treatment."—DANIEL C. ROPER, *Secretary of Commerce.*

"Education and democracy are natural partners. Without the former, representative government cannot stand. The pillars of democracy are secure only when resting upon the high qualities of the individual citizen."—JAMES A. FARLEY, *Postmaster General.*

Mrs. Franklin D. Roosevelt, herself a teacher and an active participant in educational and social-welfare activities, says:

"I have always felt that in this country where so much depends upon universal education not only for the happiness of the people but for the safety of our form of government, it was a pity some way had not been devised by which the interests of every one could be focused on public education."

Directors of other emergency agencies, including the E.C.W., F.E.R.A., N.R.A., R.F.C., and the T.V.A., have also expressed themselves:

"It is the hope of the President that the educational program, by emphasizing forestry, agriculture, and like subjects, will assist the men in readjusting themselves to a new mode of living—to country life instead of city life—and to assist them in improving themselves educationally and vocationally. A great number of the young men in these camps (C.C.C.) arrived at working age at a time when there were no jobs. Many of them have had meager educational advantages. We propose to give these men a chance at an education and to furnish them vocational guidance which will aid them to earn a living."—ROBERT FECHNER, *Director of Emergency Conservation Work.*

"We are prepared to provide teachers to local authorities to teach in rural schools and to provide teachers to teach persons in America who cannot read or write English. . . ."

"There must be educational opportunities not only for the physically handicapped and adults but for hundreds of thousands of people who will never go back to work. We have on our hands a large number who will never be employed again and many who will go back on a short work week. There is a responsibility for developing a program for leisure time. After all, we are going to acquire some new values. The day for people to make enormous sums of money is over. A new situation has developed. School people will have to teach something more than making a living."—HARRY L. HOPKINS, *Administrator, Federal Emergency Relief.*

"At no time in the history of mankind have the facilities for acquiring knowledge been so freely placed at the disposal of both men and women, boys and girls alike, of all classes. The enlightened world, after centuries of progress, has concluded that every child is entitled to the opportunity for education. Failure to grasp this opportunity is one of the greatest handicaps to which anyone may subject himself, no matter what line of endeavor he may intend to enter."—JESSE H. JONES, *Chairman, Reconstruction Finance Corporation.*

"In a rapidly changing world with a rapidly increasing body of significant human knowledge, education cannot be static. Neither can the best balance of educational elements be achieved by causal efforts at detail revision of the curriculum, or by following 'inspiration' or 'hunches', or public pressure, or student interest. It is a matter of educational engineering. We must undertake to make an inventory of life. We must try to catalog the issues that, in fact, make it up, and we must try to give true weight to these various elements. Our efforts,

of course, will be very awkward and very imperfect, but very much better than no effort to face the question as a whole."—ARTHUR E. MORGAN, *Chairman, Tennessee Valley Authority.*

And, lastly, we quote from the United States Commissioner of Education, himself:

"We seem to be on the eve of one of the greatest social changes in the history of the country. Out of the rapid procession of events it is difficult for anyone

to select those which mean little and those which have significance for the long future. But whatever they are and whatever may be the direction in which they point, they are bound to affect in a very vital way the conduct of our educational system. Indeed, as has been true in all recent decades, each significant change in our manner of life will add new responsibilities to our schools which will make them play not less but a greater part in our scheme of life."

## Where They Went to College

THE PRESENT administration leaders of the United States Government could organize a university club all by themselves.

Many institutions of higher education have contributed to the making of the careers of the "official family".

Following is a list of administration leaders and the institutions they attended, served in some capacity, or from which they received honorary degrees:

### PRESIDENT ROOSEVELT

Harvard University, A.B., 1904. Columbia Law School, 1904-07. Overseer Harvard University, 1918-24. Trustee Vassar College, Cornell University.

### CORDELL HULL

National Normal University, Lebanon, Ohio, 1889-90. Lebanon, Tenn., Law School, L.B., 1891.

### HENRY MORGENTHAU, JR.

Cornell University, 1909-10; 1912-13.

### FRANCES PERKINS

Sociologist, Mount Holyoke College, A.B., 1902, University of Pennsylvania, Columbia University, M.A., 1910. Lecturer in Sociology, Adelphi College, 1911.

### JESSE JONES

Southwestern University, Georgetown, Tex., LL.D. (Hon.), 1925. Southern Methodist University, Dallas, Tex., LL.D. (Hon.), 1927.

### H. A. WALLACE

Iowa State College, B.S., 1910; M.S.A. (Hon.) in Agriculture, 1920. Lecturer, Des Moines (Iowa) Forum for Adult Education, 1932.

### G. H. DERN

Fremont (Nebr.) Normal College, University of Nebraska, 1893-94.

### CLAUDE A. SWANSON

Randolph-Macon College, Virginia Polytechnic Institute, A.B., 1885. University of Virginia, LL.B., 1886.

### HAROLD L. ICKES

University of Chicago, A.B., 1897. J.D., *cum laude*, 1907.

### DANIEL C. ROPER

Duke University, A.B., 1888. National University, Washington, D.C., LL.B., 1901. Tusculum College, LL.D. (Hon.), 1927. Bryant Stratton College, M.B.A.

### JOSEPH B. EASTMAN

Amherst College, A.B., 1904. LL.D. (Hon.), 1926. Holder of Amherst Fellowship, 1905.

### HUGH S. JOHNSON

Oklahoma Northwestern Normal School, 1901. U.S. Military Academy, 1903. University of California, A.B., 1915. J.D., 1916.

### LEWIS DOUGLAS

Amherst College, 1916. Massachusetts Institute of Technology, 1916-17.

### JAMES FARLEY

Packard Commercial School, New York City, 1906.

### HOMER S. CUMMINGS

Yale University, Ph.B., 1891, LL.B., 1893.

### ARTHUR E. MORGAN

President Antioch College since 1922. University of Colorado, D.Sc. (Hon.), 1923.

### WILLIAM I. MYERS

Cornell University, B.S., 1914. Ph.D., 1918. Professor Cornell University since 1914. Awarded International Education Board Fellowship to study cooperative farming abroad.

### HARRY L. HOPKINS

Grinnell College, B.A., 1914, Grinnell, Iowa. P.B.K.

# The VOCATIONAL Summary



*Home Economics · Agriculture  
Rehabilitation  
Trade and Industry*

The report of a committee appointed by the Division of Vocational Education of the State of Indiana to survey the educational needs of C.C.C. camps in that State contains interesting information concerning courses preferred by the men in these camps. Preferred subjects include, in the order of their preference: Electricity chosen by 492 men, general business by 378, forestry by 298, shop mathematics by 266, agriculture by 206, journalism by 127, and mathematics by 103. Ten other subjects—mechanics, aviation, bookkeeping and commerce, auto mechanics, chemistry, carpentry and woodworking, and bird study follow. Other subjects in which courses were requested are drafting, commercial art, printing, civil engineering, public speaking, economics, and social studies, civil-service work, radio, Bible study, science, and music. The educational status of camp members ranged from two men of second grade education to 445 men of twelfth grade status, and 61 men who had had the advantage of one or more years in college. The educational needs of these men as indicated by the committee's report are: Vocational training to improve efficiency on the job; general education; and constructive training to meet their educational needs.

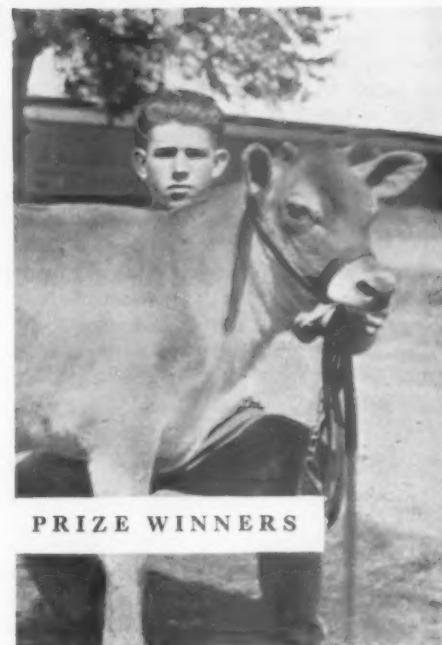


More than 2,850 members of the Future Farmers of America—the national organization of boys studying vocational agriculture in the United States—registered at the Eighth Annual Congress of Vocational Agriculture students and the Sixth Annual Convention of the F.F.A.,

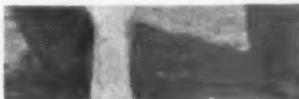
held in connection with the American Royal Livestock Show in Kansas City, November 17 to 24.

One of the high spots in the F.F.A. convention was the public-speaking contest, in which four candidates, chosen in district and State elimination contests, competed for honors. Judges for this contest included President F. D. Farrell, Kansas State College; R. C. Pollock, general manager of the Livestock and Meat Board, Chicago; and George Melcher, superintendent of schools, Kansas City, Missouri. First place in the contest was awarded Albert W. Richardson, of the Reading (Mass.) Chapter of F.F.A., whose subject was, "Why Be a Farmer?" Raymond N. Malouf, of Richfield (Utah) Chapter, captured second place for his discussion of the subject, "Leadership, the Urgent Need of Agriculture." Third prize went to Joe E. Brummell, Troy (Mo.) Chapter, who spoke on the subject, "Stabilizing the Purchasing Power of Money in a Solution of the Farm Problem." "The Machine Age and Its Effect on American Agriculture" was discussed by William Guidry, Breaux Bridge (La.) Chapter, who won fourth place.

To show that they know a thing or two about judging farm products, the boys present at the congress and convention put on 3 contests—1 in meat identification, 1 in all classes of livestock, and 1 in sheep judging. High man in the all-livestock contest was J. T. Allison, Lexington, Ky., who in addition to several minor prizes received a \$300 scholarship from the Merchants' Association of Kansas City. Team winners in the all-livestock compe-



PRIZE WINNERS



tion were Kentucky, first, and Kansas, second. The Dundee (Ill.) team captured first honors in the meat-identification contest, and the high individual in this contest was Russell Kelahan, of the Dundee team.

First-place winners in other contests were as follows: Sheep judging, Maurice Dankenbring; swine judging, Arvin Rivers, Noble, La.; cattle judging, Forrest Dubois, Woodland, Calif.; horse judging, Orville Lhotka, Bagley, Minn.

In the F.F.A. chapter contest, Park River N.Dak., captured first prize of \$300.

Election of officers of the F.F.A. for the ensuing year resulted as follows: President, Bobby Jones, of Radnor, Ohio; first vice president, Alex Alampi, Williamstown, N.J.; second vice president, Robert Stewart, Miles City, Mont.; third vice president, Morrison Loewenstein, Kearney, Nebr.; fourth vice president, Marion Winge, Lyons, Ga.; and secretary, Carl Shopbell, Dansville, Mich.



(See illustration.) Maurice Dankenbring, of Sweet Springs, Mo., who, for his achievements as a vocational agriculture student, as a Future Farmer of America, as a practical farmer, and as a leader in organization and community affairs, won the title of star American farmer for 1933 and received a prize of \$500 from the Weekly Kansas City Star; and his Jersey calf—Japa Pretty Lass—who won first in her class in the vocational division and second in her class in the Junior Dairy Show, Missouri State Fair in 1931.

The effect of N.R.A. codes on vocational-training problems in industry is clearly emphasized in a recent study made in Wisconsin by the Trade and Industrial Service of the Office of Education. The study shows that the codes have increased the responsibility of supervision in industrial plants; that they will increase cost of production unless the effects of shorter hours and minimum wages are counterbalanced by increased efficiency; that a thoroughly trained personnel is necessary to insure such efficiency; and that they have increased the possibility of unemployment for men who are not efficient workers. The Wisconsin study indicates that the codes will impose special training responsibilities upon industries which have often been regarded as semi-skilled. The training problems with which such industries must cope under the codes include: Breaking in new men on the job; breaking in men transferred or promoted; related or extension instruction to improve efficiency; foreman training; and training of foremen or key men in how to instruct men on the job.

\*

The value of a knowledge of conditions in helping the home-economics teacher to develop an effective course of instruction has been demonstrated by the results achieved from a home-survey plan followed by a number of teachers in the Pacific Coast States. In these surveys, which were informal in character, and have in each case been confined to the pupils of one class group only, information concerning family income, composition of the family, and food practices and habits in the home, has been secured through home visits by teachers, informal talks with pupils, the use of simple check sheets to be filled out by pupils and mothers, and in other ways. The results of the surveys were enlightening. In one community, for instance, 67 percent of the families were raising fruit and 80 percent were growing vegetables in their gardens, and all of these families had cellars or caves for storing such foods. In spite of these conditions, 38 percent of the families were not including any fruit or vegetables other than potatoes in their daily diet, and 50 percent of them were not including either fresh fruit or green or leafy vegetables. Although dairy products were important in this community, and 81 percent of the families had cows, less than half of the children were drinking milk more than once a day. In another community very similar conditions were uncovered. Although fruits and vegetables were leading crops, and a majority of the families were raising fruit and growing vegetables, nevertheless,

nearly half of the families were using no fruits or vegetables other than potatoes in their daily diet and 92 percent of them were including neither fresh fruits nor green or leafy vegetables. Dairy products were important in this community also, and 40 percent of the families had cows. Nevertheless, less than one third of the children were drinking milk more than once a day. Such data as these are now being compiled to indicate special needs for instruction. Care must, of course, be exercised by the teacher in interpreting the data, but in the above instances, at least, certain lines of instruction would seem to be clearly indicated for particular emphasis, and there is no apparent reason to suppose that conditions in these communities were exceptional.

\*

Mr. W. A. Ross, formerly specialist in agricultural education in the Federal Board for Vocational Education, resigned his position to become supervisor of rehabilitation for the District of Columbia.

Mr. Ross, who is a graduate of Colorado Agricultural College and holds a master's degree from that institution, has been successively teacher of agriculture and superintendent of schools at Center, Colo.; rural school inspector, State supervisor of agricultural education, and State supervisor of vocational rehabilitation for the State of Wyoming; and specialist in agricultural education.

—CHARLES M. ARTHUR.

## F E R A Education Program

[Continued from page 90]

1. The program should be of immediate use in relieving parents from their anxiety due to inadequate home provisions for their young children, and should be permanently beneficial both to the parents and to the community.

2. Children may be admitted to emergency nursery schools between the ages of 2 and the local legal age for school entrance. Emergency nursery schools do not restore, however, any educational activities for young children eliminated by the school administrations.

3. Emergency nursery schools may be developed as: (a) units for preschool children within elementary schools; (b) laboratories for courses in care and education of preschool children in high schools, normal schools and colleges; (c) units in urban and rural areas in need such as mining, factory, and mill districts.

**December 21:** Authority is hereby given to allow a sum not to exceed 5 percent of the allotment earmarked for education to be used by any State for teaching supplies, where local communities are unable to provide them, in such classes as are set up in such emergency educational programs. This permission does not extend to the purchase of permanent equipment.

## Emergency Nursery Schools

[Continued from page 93]

3. Estimated Unit Costs of Equipment for Emergency Nursery Schools.

4. Suggested Training Program to Prepare Partially Qualified Teachers for Emergency Nursery Schools.

5. Bulletin of Information, No. I, Administration and Program of Emergency Nursery Schools.

6. Bulletin of Information, No. II, Housing and Equipment of Emergency Nursery Schools.

The committee also has under way forms of a suggested enrollment card for each child entering emergency nursery schools and a record form, analysis of which will provide an approximate picture of the status of preschool children from needy and unemployed families. As needs arise other publications will be prepared.

The second type of service is in the form of assistance to be given upon the request of State superintendents of public instruction. Through funds received for this purpose the committee is developing a program with the cooperation of Commissioner Zook and the State superintendents and commissioners of public instruction to give assistance where it is acceptable and needed through State and regional workers. As Dr. Zook said in a letter of December 16 to State school officers, "The nursery school is a relatively new addition to the educational program and is highly specialized in nature. I have brought this fact to the attention of the advisory committee on emergency nursery schools, knowing their desire for successful development of the present program. The committee asks me to remind you that the several institutes of research in child development located throughout the country stand ready to assist you. The committee has also secured funds with which assistance can be given in setting up the nursery-school program in the States which care to make use of this service." Dr. Zook also suggested that in setting up the State programs "the supervisor of elementary education would be of especial help in this part of the emergency education program. For the nutritional and other home aspects of the nursery school program the home economics supervisor would be of especial help, with such coordination between the two as will provide desirable emphasis on both school and home relationships."

At the present time reports are showing that in at least 30 states emergency nursery schools are being organized or plans are under way.

# SCHOOL LIFE

VOL. XIX



NO. 5

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
By the UNITED STATES DEPARTMENT OF THE  
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Secretary of the Interior - HAROLD L. ICKES  
Commissioner of Education - GEORGE F. ZOOK  
Editor - WILLIAM DOW BOUTWELL  
Assistant Editors - MARGARET F. RYAN  
Art Editor - JOHN H. LLOYD  
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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

JANUARY 1934

## ADVICE TO HARVARD FRESHMEN

### GUEST EDITORIAL

In my opinion, one of the greatest values of a university education is that for 4 years one is living in a free and vigorous intellectual atmosphere. A spirit of tolerance based on reason is in the air. Dogmas are courageously examined, compared, attacked, defended. Of course, it would be quite erroneous to believe that the members of a university are free from prejudices. Such a condition would be impossible, perhaps even undesirable. But if the academic community is in a healthy condition, there should be among its permanent members intelligent men with assorted prejudices and with a tolerant point of view. Thus the student may have a wide choice of opinions. May I suggest that your college career is an excellent time to cultivate a tolerant, skeptical spirit? No one need worry lest he have too few prejudices.

Students are often worried about the relation of their field of concentration to their future vocation. Such worries are based on an erroneous idea of a university education. Except for a few special requirements, for some of the professions, it is of relatively little importance which

one of our fields of concentration you decide upon, provided you choose a subject which you may thoroughly enjoy. For many of you who will go out into the world of affairs, the last 3 years of your college life may be the only time when you will have the privilege of indulging in a whole-hearted interest in some purely intellectual activity. If you are fortunate enough to have the experience of a real intellectual passion, you will, to my mind, have gained what is best in a university education.

In the course of your work you will be led to study with men who are devoting their lives to some branch of learning. They are the intellectual descendants of the long line of earnest scholars who have accumulated and preserved what are the most priceless possessions of our race today. If you understand their enthusiasms, you will have gained an insight into the forces which have civilized the world.

JAMES B. CONANT,  
President, Harvard University.

## Electrifying Education

IN ADDITION to the splendid educational broadcasts of several collegiate institutions that own radio stations, many other universities and colleges broadcast educational series, both for adults and children. For example, the University of Michigan broadcasts several series of programs over Station WJR in Detroit. On Sunday afternoons at 2:30 o'clock the "Parents Program" is put on the air. During the present school year the "Reconstruction of our School System" is being discussed. Current problems are presented on Thursday evenings at 10 o'clock. The following series for schools are broadcast at 2 p.m.: Mondays—Instruction in playing string and band instruments; Tuesdays—Astronomy; Wednesdays—Art; Thursdays—Physical education; and Fridays—Vocational guidance. Further information may be secured from Prof. Waldo Abbot, director of broadcasting, The University of Michigan, Ann Arbor, Mich.

Beginning Saturday evening, February 3, from 8-8:30 eastern standard time, the National Advisory Council on Radio in Education, in cooperation with the American Federation of Art, the General Federation of Women's Clubs, and approximately 100 museums, will present a series of broadcasts entitled "Art in America" over the WJZ coast-to-coast span of the National Broadcasting Co. A very attractively illustrated book is being prepared for interested students who want to study this series.

The American School of the Air Teachers Manual and Classroom Guide, 1933-34, is a very artistic and useful 61-page booklet which should be in the hands of every teacher that uses the American School of the Air programs. Free copies may be secured by addressing

Miss Helen Johnson, Columbia Broadcasting Co., 485 Madison Avenue, New York, N.Y.

The RKO Radio Picture "Little Women", starring Katharine Hepburn, from the immortal story by Louisa May Alcott, is a motion picture of unusual merit. Its phenomenal success as a box-office attraction reflects not only the fine dramatic treatment of this lovely story, but also the good taste of the American public in patronizing such a wholesome picture.

Teachers who are interested in visual instruction will want to read "Visual Instruction: Its Value and its Needs", by Dr. F. Dean McClusky, and published by the Mancall Publishing Corporation, 7 West Forty-fourth Street, New York, N.Y.

The third volume of "Radio and Education—1933" may be purchased from The University of Chicago Press, Chicago, Ill. The fourth volume of "Education on the Air—1933" may be purchased from the Ohio State University, Columbus, Ohio. These attractive books should be in the library of every student of educational broadcasting.

People interested in learning about the British Broadcasting System will want to read the 1934 edition of the B.B.C. Yearbook which may be purchased from the British Broadcasting Corporation, Broadcasting House, London.

All nine volumes of The Payne Fund Studies on "Motion Pictures and Youth" are now available from The MacMillan Co., New York, N.Y.

—CLINE M. KOON.

# New Government Aids For Teachers



THE PUBLICATIONS LISTED *May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins are Not Accepted. If More Convenient, Order Through Your Local Bookstore.*

LABOR Legislation, 1931 and 1932. 1933. 186 p. (Bureau of Labor Statistics, Bull. No. 590.) 15 cents.

Part 1. Digests and summaries of certain classes of laws affecting labor, among which are included vocational education, schools for employed children, child-labor amendment to the United States Constitution, vocational rehabilitation—State and Federal cooperation, old-age pensions, and rates of wages of employees on public works. Part 2—Text and abridgment of labor laws by States. (Civics; Legislation; Sociology.)

Report of the Commission to Study the Proposed Highway to Alaska. 1933. 116 p., illus. (Department of State, Conference Series No. 14.) 25 cents.

Includes data made available through the cooperation of the Canadian committee, supplemented by the more detailed knowledge as to the American section of the road furnished by the Alaskan Road Commission. Gives a detailed and illustrated description of the route, justification for the project, and facts on the present state of development. Contains a folded map of North America showing the proposed routes connecting Panama with Fairbanks, Alaska. (Geography; Engineering.)

Executive Orders: Administration of the Emergency Conservation Work, No. 6223; Purchase of National Park Lands, No. 6237; Designating the Federal Power Commission as an Agency to Aid the Federal Emergency Administrator of Public Works, No. 2651; Federal Emergency Administration of Public Works, No. 6252; Establishment of the Federal Alcohol Control Administration, No. 6474; Organization of Executive Agencies, No. 6166. (Department of State). Free.

The Agricultural Adjustment Act and Its Operation. 1933. 13 p. (Agricultural Adjustment Administration.) Free. (Civics; Agriculture; Sociology.)

Information Regarding Applications for Loans from the Reconstruction Finance

Corporation for the Purpose of Paying Processing Taxes, Compensating Taxes, and Taxes on Floor Stocks Under Section 19 (C) of the Agricultural Adjustment Act of 1933. 2 p. (Reconstruction Finance Corporation, Circular No. 9.) Free. (Civics; Finance; Agriculture.)

Questions and Answers for the Home Fireman. 1933. 34 p. (Bureau of Mines.) 5 cents.

Kinds, sizes, and weight of coal and coke, manufactured briquets, wood, oil, and gas, and composition and kinds of burning fuels. (Homemaking education.)

Report of the Virgin Islands Agricultural Experiment Station. 1933. 21 p., illus.

(Department of Agriculture, Office of Experiment Stations.) 5 cents. (Geography; Economics; Agriculture.)

Small Concrete Construction on the Farm. 1933. 38 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1480.) 5 cents.

Describes methods of building a few simple concrete structures useful on the farm, such as feeding floors, barn floors, walks, curbs, steps, tanks, and troughs. By following the rules outlined in Farmers' Bulletin No. 1279, "Plain Concrete for Farm Use", and the directions given in this bulletin, anyone should be able to build the small structures described.

Descriptions of Airports and Landing

Fields in the United States. 1933. 180 p. (Department of Commerce, Aeronautics Branch, Airway Bulletin No. 2.) Free.

Airports and landing fields are presented alphabetically by States and the descriptions have been standardized to facilitate reference and use. (Aviation; Geography.)

Price List: No. 72, Publications of Interest to Suburbanites and Home-Builders. (Government Printing Office.) Free.

Mineral Resources, Part 2: Natural gas in 1931, p. 349-372, 5 cents; Coke and by-products in 1931, p. 373-414, 5 cents; Coal in 1931, p. 415-510, 10 cents. (Mineralogy; Geography; Geology; Economics.)

## Films

Although the following films are not new, they still have value for the classroom teacher and may be borrowed free from the Bureau of Mines, Washington, D.C., except for the cost of transportation:

Through Oil Lands of Europe and Africa—Italy, Hungary, the Danube, and Rumania. (3 reels.)

Through Oil Lands of Europe and Africa—Poland, Greece, and Egypt. (4 reels.)

Through the Oil Fields of Mexico. (3 reels.)

The Story of Lubricating Oil. (2 reels.)

## Maps

Craters of the Moon National Monument, Idaho. Scale, 1:31680. 25 by 32 inches. (U. S. Geological Survey.) 20 cents.

On the reverse side of the map are seven figures illustrating the detailed description of the monument. The area gets its name from the close physiographic resemblance to the surface of the moon as seen through a telescope.

—MARGARET F. RYAN.

## Have You Read?

THE BACKWARD college library is the subject of an article by J. I. Wyer, of the New York State Library, which appears in *School and Society* for November 11. Dr. Wyer discusses briefly the development of college libraries and their attempt to fulfill their function in spite of inadequate support and lack of appreciation by administrative officers.

"Half-truths for 30,000,000", appearing in *New Outlook* for November, examines the textbooks used in the schools and finds them not only out of date but misrepresentative of the subjects they are designed to teach.

Under the title "Spending three billions", Harold L. Ickes, Secretary of the Interior, in the *University of Chicago Magazine* for November, tells of the plans and accomplishments of the Federal Public Works Administration, over which he presides.

An account of the Schools of Italy reprinted from "My Autobiography" by Benito Mussolini, appears in the *High School Journal* for November.

The December Forum contains a symposium on the subject "The Trouble with the Colleges", which gives the reactions of a number of distinguished educators to the challenging question in the September number "Is the College Worth While?" by R. E. Rogers.

A recent issue of "Leads" an informal news letter published by the American Library Association, has for its subject "The Significance of the School Library." Many pertinent quotations and excerpts from well-known authorities make this publication a valuable source of publicity material for school librarians and teachers who are interested in promoting library service in the schools. A copy may be secured from the American Library Association (520 North Michigan Ave., Chicago, Ill.) for 50 cents in stamps.

A brief and appreciative article on the Federal Office of Education appears in the *Ohio Teacher* for November. The author, Olga A. Jones, pays a tribute to Commissioner Zook and urges the hearty cooperation of the schools of the entire Nation in his work.

"Integrating Library and Classroom Through the Library Assembly" is discussed in *Teachers College Record* for November, by Anne T. Eaton, librarian of Lincoln School. Several possible programs are outlined and lists of recommended books are given.

The *Journal of Educational Sociology* for November is devoted to the subject "Negro Education" giving especial emphasis to the work of Tuskegee Normal and Industrial Institute. The writers, a group of Negro professors mainly from Tuskegee, set forth educational problems in relation to race adjustment.

—SABRA W. VOUGHT.

## Meetings

American Association of Colleges of Pharmacy and Pharmaceutical Examining Boards, District No. 2. Baltimore, Md., March 12-13.  
American Association of Technical High Schools and Institutes. Cleveland, February 26-28.  
American College Personnel Association. Cleveland, February 22-25.  
American Council on Education. Washington, D.C., February 10.  
American Educational Research Association. Cleveland, week of February 24-March 1.  
American Medical Association, Council on Medical Education and Hospitals. Chicago, February 12-13.  
Associated Guidance Bureau. New York City, February 3.  
Association of Virginia Colleges. Roanoke, February 9-10.  
Camp Directors Association. New York City, February 22-24.  
Head Masters Association. Cambridge, Mass., February 9.  
National Association for Research in Science Teaching. Cleveland, February 25-27.  
National Association for the Study of the Platoon or Work-Study-Play Organization. Cleveland, February 27.  
National Association of High-School Inspectors and Supervisors. Cleveland, week of February 24-March 1.  
National Association of Officers of Regional Standardizing Agencies. Cleveland, week of February 24-March 1.  
National Association of Secretaries of State Teachers Association. Oklahoma City, February 8-10.  
National Association of Teachers Agencies. Cleveland, week of February 24-March 1.  
National Committee of Bureaus of Occupation. Cleveland, week of February 24-March 1.  
National Committee on Research in Secondary Education. Cleveland, February 26.  
National Council of Childhood Education. Cleveland, week of February 24-March 1.  
National Council of Education. Cleveland, week of February 24-March 1.  
National Council of State Superintendents and Commissioners of Education. Cleveland, week of February 24-March 1.  
National Council of Supervisors of Elementary Science. Cleveland, week of February 24-March 1.  
National Council of Teachers of Mathematics. Cleveland, February 23-24.  
National Education Association. Cleveland, February 24-March 1.  
National Occupational Conference. Cleveland, February 21-24.  
National Society for the Study of Education. Cleveland, week of February 24-March 1.  
National Society of College Teachers of Education. Cleveland, February 24-25.  
Secondary Education Board. Lakeville, Conn., February 16-17.  
Southern Wisconsin Teachers Association. Madison, February 9-10.

## Recent Theses

THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the library will be found, marked with an (\*), in the current number of the *Bibliography of Research Studies in Education*.

BEACH, FRED FRANCIS. The custody of school funds: an appraisal of systems of school fund custody with particular reference to New York State. Doctor's, 1933. Teachers College, Columbia University. 159 p.

DRAFSFIELD, J. EDGAR. Administration of enrichment to superior children in the typical classroom. Doctor's, 1931. Teachers College, Columbia University. 108 p.

DRENNAN, GRACE. History and present status of cooperative education in the high schools of the city of New York. Master's, 1932. New York University. 60 p.ms.

ELLIOTT, EUGENE B. A study of the supply of and demand for teachers in Michigan. Doctor's, 1933. University of Michigan. 247 p.

GILBERT, LUTHER C. An experimental investigation of eye movements in learning to spell words. Doctor's, 1931. University of Chicago. 81 p.

HORWITZ, MAX. Legislation and legal status in the tax-supported high schools of the State of New York. Doctor's, 1932. New York University. 237 p.ms.

JORDAN, FLOYD. The social composition of the secondary schools of the Southern States. Doctor's, 1933. George Peabody College for Teachers. 101 p.

LEMAN, GRANT W. A study of factors in the development of professional adjustment service with special reference to graduates of a State teacher-training institution which supplies secondary-school teachers to a supervised service area. Doctor's, 1932. New York University. 259 p.ms.

MCCABE, JANE A. Visual instruction in the teaching of junior high school history. Master's, 1933. Boston University. 230 p.ms.

MCHUGH, MARGARET M. The relation between reading difficulties and the rate of achievement in geography in the third grade. Master's, 1932. New York University. 81 p.ms.

NELSON, E. H. The present status of the health and physical education program in the one-room rural schools in Pennsylvania, with special reference to the children who present behavior problems. Doctor's, 1932. New York University. 91 p.ms.

PATTON, MINER T. A study of some New England junior colleges. Master's, 1933. Boston University. 77 p.ms.

PERCIVAL, HARRY F. An experimental study of the value of a uniform system of marking in three normal schools of one State. Doctor's, 1933. Harvard University. 261 p.ms.

STEELE, ERNEST C. The treatment of the school system as a social institution in civics textbooks used by the secondary schools of California. Master's, 1931. University of California. 109 p.ms.

STEVENSON, PERRY L. A historical study of the methods of teaching as used by eminent university and college teachers. Doctor's, 1932. New York University. 181 p.ms.

STEVENSON, ROBERT L. The function of art education in the junior high school. Master's, 1933. Boston University. 114 p.ms.

—RUTH A. GRAY.